

Inspection of Kids 1st QE

Queen Elizabeth Hospital, GATESHEAD, Tyne and Wear NE9 6SX

Inspection date: 25 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the nursery and the key-person system works really well. Some babies born during the lockdown period have had limited contact with people outside of their family. Staff are very aware of this, and are sensitive to babies' needs. Babies have as many transition visits as they need, to help them settle into nursery. Parents comment that they recognise how hard staff work to prioritise their child's emotional well-being. Children's personal development is exceptional. They learn about their differences and understand what makes them unique and special. As a result, children are very confident and happy at the setting. Children are aware of their peers' differing needs and are extremely patient, well mannered and considerate of others. Children's language and communication is consistently promoted and they engage in lots of singing and discussion times throughout the day. Leaders, managers and all staff have high expectations for every child. Staff work closely with parents and other professionals to ensure all children make good progress. Children with differing needs are very well supported. Additional funding is successfully used to ensure children receive targeted, individual and specific support. Staff also help parents to continue learning experiences at home.

What does the early years setting do well and what does it need to do better?

- Children have access to a wide range of experiences, which promote their development in all areas of learning. Teaching is, generally, good. However, staff do not always recognise when to intervene to support a child to progress some learning. For example, physical skills are not demonstrated or modelled to children as they repeatedly attempt to use pedals on tricycles. Staff, therefore, do not always use observations of what children can and cannot do, to plan the next steps for their learning.
- Care practices are, generally, very good. However, the organisation of eating routines results in staff not serving food to some children for a long time. Children's behaviour is not affected, however, and they wait extremely patiently. Children receive healthy and nutritious meals. However, several children scrape their plates when instructed to do so, sometimes before they have finished eating.
- Children's behaviour and attitudes are a key strength of the setting. They have strong relationships with carers and friends. Children arrive happily and quickly engage in activities. They present as being safe and secure in the setting. Pre-school children are also involved in learning to keep themselves safe. They help staff to 'risk assess' the outdoor play areas before going outside to play.
- Children have a very positive attitude to learning and engage in problem-solving activities. They consider which planks to use to build a bridge between crates.
- Children have good access to books both indoors and outdoors and incorporate

stories into their general play. For example, they talk about the 'Three Billy Goats Gruff' when crossing the 'bridge' of crates.

- Pre-school children also learn a word of the week and discuss the word in context. During group time, children wait patiently to share their own experiences of when they have been 'brave', like when they went swimming without armbands.
- Parents are extremely happy with the care and education their children receive, including parents of children with additional needs. Parents comment that their children are extremely well supported by staff. Parents also receive ideas about how to extend their child's learning at home. Pre-school children proudly share their homework books with staff, who celebrate their achievements.
- Procedures for dropping-off and collecting children at the setting changed during the COVID-19 (coronavirus) pandemic, in order to establish separate care bubbles. Children started to enter through their designated garden areas straight into their rooms where possible. This ensures safety for all and has continued, as parents and staff find the new process works really well.
- Leaders ensure that staff are well supported in their roles. Staff have good access to ongoing training and development courses. Peer observations help staff to continuously reflect on and improve their teaching practice.

Safeguarding

The arrangements for safeguarding are effective.

Significant improvement has been made since the last inspection and all staff understand and follow appropriate child protection procedures. All staff have a good knowledge and understanding of how to keep children safe and of what to do if they have any concerns. Staff also discuss the setting's whistle-blowing procedure and the access they have to support and advice services. All staff have regular access to ongoing training and development courses, including safeguarding and paediatric first-aid training. They state they feel well supported at work and benefit from regular supervision procedures.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- monitor the effectiveness of mealtime routines to ensure that children do not wait too long for food, and have sufficient time to finish eating
- evaluate children's large physical development in the outdoor play areas, to support the next steps in their learning.

Setting details

Unique reference number	EY493306
Local authority	Gateshead
Inspection number	10133543
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	108
Number of children on roll	195
Name of registered person	Kids First Day Nurseries Limited
Registered person unique reference number	RP901336
Telephone number	0191 4870244
Date of previous inspection	25 November 2019

Information about this early years setting

Kids 1st QE registered in 2015. The nursery employs 32 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, including two who hold qualified teacher status and early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The manager and the inspectors completed a learning walk together.
- The inspectors carried out a joint observation with the manager.
- Children spoke to the inspectors about their homework books and how they help to make the outdoor play areas safe.
- The inspectors spoke to parents, both in person and on the telephone.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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