

# Inspection of Keep Fit Kids Day Nursery & Creche

Total Fitness, Middlesbrough Road, STOCKTON-ON-TEES TS17 7BN

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Inspection date:

25 October 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Children are happy and settled in the setting. Although there have been several recent staff changes, children are developing good relationships with staff. The environment is warm and welcoming for children and includes a varied range of stimulating resources and activities that take account of their interests, for example a dinosaur role play area. Despite staff changes, current staff demonstrate they already know the children well. Educational programmes for individual children are based on their starting points and interests. Staff plan appropriate learning experiences for all age groups. However, babies communication and language skills are not always extended or promoted.

Staff support children's personal development and relationships well. They explain to children that their friends will be attending later in the day. The children show excitement about waiting for their friends to arrive. Children behave well and have a very good attitude to learning. They enthusiastically engage and are keen to take part in all activities. Care practices meet children's needs and staff are sensitive to children's reactions. For example, staff recognise when children are getting tired, have had enough to eat, or have finished with an activity.

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

- The overall leadership and management of the provision requires improvement. The provider does not have a clear oversight of the provision. For example, they have not ensured that staff have been able to access additional training to extend their knowledge and skills further. In addition, the staff supervision and appraisal system is not yet fully embedded by the provider. However, because of effective staff recruitment procedures, this does not have a significant impact on children's safety, well-being or learning and development.
- The quality of education and, in particular, the promotion of children's language and communication, is variable across the setting. For example, staff do not consistently encourage babies to attempt to repeat simple words. Nevertheless, there is an appropriate learning programme for children. Language and communication in the toddler room is well promoted and children enjoy learning about 'a book of the week'. Staff have introduced a book-lending library so that all children can share stories at home to support their early literacy skills.
- Procedures for dropping off and collecting children at the setting changed during the COVID-19 pandemic. However, previous procedures have resumed and parents comment that they are very happy to access their children's playrooms again.
- Older children talk about what they enjoy doing at the setting. For example, they say they really like to play with the sand and they like to play outside. When outside, children show a good knowledge of their surroundings. When

they hear a certain noise close by, they know that a train is due to pass and they excitedly climb up onto a wooden boat to watch.

- Staff promote children's self-esteem. Children show pride in their achievements and show their drawings. Staff extend children's play and ideas. For example, when children show an interest in shells, staff provide coloured sand and the children enjoy scooping sand with different sized shells. They compare shells and count them. Staff and children also talk about where shells are found and how they get onto the beach. This promotes children's knowledge and understanding of the world.
- Babies experience different textures when putting their feet into gloop. This helps to promote their physical development and creativity.
- Staff have high expectations for every child and offer an inclusive provision. They are proactive when they identify a child may need additional support. They work well with other professionals and parents, to ensure children's needs are promptly assessed.
- Parents are very happy with the provision. They comment that their children are happy to attend and are settled. Parents state that their children have made good progress in their learning and development since attending the setting. Parents also particularly like the flexibility of the provision.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have access to child protection training and demonstrate a good knowledge and understanding of how to keep children safe. Staff describe the procedures to follow if they have any concerns about children. However, the procedure for staff to access other, ongoing training courses is not yet effective. The premises is safe and secure. Staff have taken appropriate steps to ensure the safety of children and others on the premises in the case of fire or any other emergency. An emergency evacuation procedure is in place. However, the provider has not ensured that staff are fully aware of this procedure, or have practised it in order to identify any issues.

## What does the setting need to do to improve?

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

- improve the overall leadership and management of the provision and ensure that the staff appraisal system, including staff's access to ongoing training, is effectively embedded
- support staff to extend and continuously promote babies language and communication skills
- support staff to understand their roles and responsibilities to implement safety procedures, including emergency evacuation.

## Setting details

<b>Unique reference number</b>	2606944
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10210834
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	38
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Keep Fit Kids Day Nursery & Creche Limited
<b>Registered person unique reference number</b>	2606945
<b>Telephone number</b>	07572027369
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Keep Fit Kids Day Nursery & Creche registered in 2020 and is situated within Total Fitness Gym in Stockton-on-Tees. The provision operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and a week at Christmas. There are currently five members of childcare staff employed; most have early years qualifications, with two being at degree level and two being at level 3. One member of staff is currently working towards a level 3 qualification.

## Information about this inspection

### Inspector

Elaine McDonnell

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a tour of the setting together.
- The inspector observed a range of child-initiated and adult-led activities, both indoors and outdoors.
- The manager and the inspector conducted a joint observation of an activity together.
- The inspector spoke to some parents during the inspection.
- Children spoke to the inspector about the setting and described what they like to do there.

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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