

Inspection of Kids 1st - Hexham

Maidens Walk, Hexham, Northumberland NE46 1DR

Inspection date: 3 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are very happy in the nursery. They enter the building with enthusiasm when their parents drop them off. Older children talk confidently about which book character they are dressed as on 'World Book Day'. Other children are very excited when they notice that the manager and staff are dressed up too. Parents comment that their children love coming. They feel that their children settle quickly and build up very strong relationships with the caring staff. Parents of children with special educational needs and/or disabilities (SEND) speak highly of the knowledgeable and supportive staff.

Children behave well. They respond quickly when staff remind them to sit on a chair properly. Young children take turns as they play outside. Older children listen to their friends in a group activity. Children learn how to keep themselves safe. For example, when children play outside, they learn to control their speed as they run down slopes. They learn how to keep themselves safe when playing around the bushes in the garden. Staff have high expectations of what children can achieve. They identify what they want children to learn. Staff think clearly about how they can help children to achieve these intentions. For example, staff working with toddlers help them to share resources as they post balls down chutes.

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

- Children with SEND are supported well. Staff provide focused one-to-one support to help them to move forward in their learning. They identify the skills children need to develop their communication. Staff focus on making eye contact and helping children respond to their name. They reinforce vocabulary as they play, modelling everyday words, such as 'in, out' and 'again'.
- The manager supports staff effectively, overall. The nursery has employed a number of new staff recently. The manager spends a lot of time in the rooms working with staff and providing ongoing coaching and support. However, there are minor inconsistencies in practice that the manager has not yet identified. For example, some staff working with babies, occasionally, overwhelm them with talk.
- Staff know children well and know what they are interested in. They prepare a range of activities that are based on children's interests that engage them well, overall. Babies are highly focused as they explore posting balls into a shoebox. They demonstrate excellent concentration for their age as they explore which balls fit into the holes.
- Staff have an expert knowledge of how to support children's oral health. They are currently undertaking extended training on supporting this further. They share messages from this training with other staff and send weekly 'top tips' to parents. Staff have also altered the menu to support children's oral health. For

example, the chef now prepares fewer desserts and offers more starters.

- Staff working with two-year-old children support them well, overall. For example, they engage children as they read exciting stories or sing songs. Children working with construction toys are highly engaged as they explore how they can fit pieces together. However, on occasion, some staff do not identify that a small number of children are struggling to participate in activities. They do not respond swiftly enough to engage them again, and children lose concentration.
- Children develop good relationships with other children in nursery. Older children play with their friends with great enthusiasm. They talk to each other about their game and confidently add suggestions to develop it further. Staff support more confident children to listen to their friends' ideas.
- Staff have strong relationships with parents. They use a range of methods to communicate with them, including electronic communication. Parents feel that they know what their children are doing. They particularly like receiving photos of their children playing and learning.
- Staff think carefully about the order in which children develop new skills. For example, staff identify the skills children need to develop independence at mealtimes. As children progress through the different rooms in the nursery, they learn to use cutlery with increasing control. Babies learn to use spoons and then gradually progress to using a knife and fork. Two-year-old children learn to pour their own drinks, while older children serve themselves. This supports children's good progress in their self-care skills.

Safeguarding

The arrangements for safeguarding are effective.

There are good procedures in place to keep children safe. For example, all doors and gates into the building are secure. Staff use intercoms to check who is at the door and greet visitors on arrival. This ensures no unauthorised visitors can enter the setting. The manager and her staff team have a good knowledge of signs that may indicate possible abuse to children. They know the procedures to follow should they have a concern about a child. Staff attend a range of training to keep their knowledge and skills up to date.

What does the setting need to do to improve?

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

- ensure that all children maintain high levels of engagement to raise their achievements to a higher level
- strengthen supervision and identify and address minor inconsistencies in practice to improve the quality of education further.

Setting details

Unique reference number	EY337358
Local authority	Northumberland
Inspection number	10131586
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	110
Number of children on roll	85
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01434 605629
Date of previous inspection	27 May 2016

Information about this early years setting

Kids 1st - Hexham was registered in 2006. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager showed the inspector around the nursery and explained how she organises the curriculum.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector observed children playing and learning both inside and outside.
- The inspector observed staff interactions and the impact that these had on children's learning.
- The manager showed the inspector a range of documentation, including those relating to staff suitability.
- Parents talked to the inspector and shared their views of the nursery.
- The manager and regional director talked to the inspector about how the nursery is managed.

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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