

# Inspection of Just for Kidz

Unit 2, Atlas Court, Brinsworth Lane, Brinsworth, Rotherham S60 5DL

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Inspection date: 13 July 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### The provision is good

All children, including children with special educational needs and/or disabilities (SEND), make good progress from their starting points in learning. They enjoy their time in this engaging, child-centred and language-rich environment. Staff gather relevant information about each child so that they understand what each child knows and needs to learn next. They use this information to plan a sequenced curriculum helping children gain new knowledge. Staff treat each child as an individual and provide an inclusive environment. Children settle well and form close bonds with their key person and friends. Children demonstrate that they are happy, content and feel safe. They confidently greet the inspector and engage in interesting conversations with her. For example, children talk about their recent visit to 'big school' and share their stories about a recent holiday at the seaside. Children learn about their own cultural heritage and about the local community where they live. They enjoy trips to the local park.

Children behave well and show positive attitudes towards their learning. Babies giggle with delight while exploring sensory toys. They listen to the story of 'Dear Zoo' and point to the different animals. Toddlers show good concentration and coordination skills as they play in the water, filling and emptying different-sized pots. Pre-school children sing the graduation song which is familiar to them. They delight in showing the inspector the actions to their special song.

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

- Children listen carefully to staff's instructions and understand what is expected of them during the day. For example, children line up when it is time to go outside to play. They know to walk next to the wall, away from the road to access the outdoor area. They wait patiently for their turn to wash their hands and line up to serve their dinner.
- Staff have a strong focus on children's personal, social and emotional development across the nursery. They identified that children were less confident in this area when they returned to nursery after the COVID-19 pandemic. To support them, staff reorganised the learning environment and provided activities that encouraged children to play together. This helped children to take account of others and improve their social skills.
- The deputy manager and special educational needs coordinator (SENCo) know children very well, including those children who need additional support. The SENCo observes children regularly to assess what they can do and to identify many of the skills they need to learn next. She focuses on closing any gaps in children's learning and experiences. The SENCo is passionate about her role and as a result, the support for children with SEND is very good. She identifies any potential issues early on and seeks external support and advice when necessary.

Parents are fully involved in the process.

- Staff effectively support children's communication skills. They use songs and rhymes to develop children's understanding of common words and language patterns. They speak slowly and clearly to children, repeating words and modelling sentences, so that they hear the correct way to say them. Children who speak English as an additional language are encouraged to speak their home languages, and staff use words and phrases to encourage them.
- Staff promote children's good health. Children learn about, and can recognise, which foods are healthy and not healthy, and talk to staff about the differences. They understand the importance of regular physical activity and know why they should look after their teeth.
- Staff plan a wealth of activities that ignite older children's love of learning. However, staff do not always consider the concentration and engagement levels of the youngest children, during planned group activities. This means that younger children sometimes lose interest in their learning.
- The manager and deputy are dedicated leaders. They involve staff, parents and children in their ongoing reflection and when planning future improvements to the nursery. The manager works with staff, observing them as they work with children. She meets with staff to discuss their role, agree professional development targets and to plan future training. However, the targets which are set for staff do not always fully support them in raising the quality of their teaching to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

The leadership team has a good and diverse understanding of their roles and responsibilities in safeguarding children. Staff know the signs and symptoms that may indicate that a child is at risk from harm. They know how to report these concerns and how to raise them directly with relevant agencies, if ever needed. Staff know how to whistle-blow and report concerns regarding staff to the relevant agencies. The manager has a secure understanding of safer recruitment processes to ensure the suitability of staff working with children. Staff access safeguarding training to develop their knowledge, such as female genital mutilation and child sex exploitation.

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

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

- extend learning opportunities for younger children during group activities, enabling them to sustain their concentration and make more progress
- provide more targeted and precise support to each member of staff, helping them to enhance their teaching skills to the highest level.

## Setting details

<b>Unique reference number</b>	EY465447
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10218673
<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 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Just For Kidz UK Ltd.
<b>Registered person unique reference number</b>	RP901712
<b>Telephone number</b>	01709234154
<b>Date of previous inspection</b>	1 August 2016

## Information about this early years setting

Just for Kidz registered in 2013 and is located in Rotherham. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens all year round, from 7.30am until 6.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachael Barrett

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation in the garden area.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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