

# Inspection of Jst 4 Kidz/Totz

St Andrews Community Centre, Sutton Park, Hull HU7 6EA

---

Inspection date: 15 November 2022

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
|------------------------------|--------------------|
|------------------------------|--------------------|

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Children demonstrate very high levels of energy and excitement as they enter the well-resourced and vibrant environment. Staff immediately greet children, who have excellent emotional attachments to staff. Children develop superior levels of self-esteem and confidence in this outstanding setting. Staff are consistent in praising children and making them feel special. They use a wide variety of methods to promote children's good behaviour. As a result, children demonstrate exemplary friendships and behaviour.

Children are engrossed in a wealth of captivating and highly challenging activities and experiences, which staff expertly plan in great detail. Children take part in an activity to design odd socks. This activity is planned to help children learn about differences and anti-bullying. They learn about other topics in their curriculum, such as the role of the post person. Staff expertly plan an activity for children to post themselves a letter. They go to the post box to post it and then bring it back to the pre-school when it has arrived. This activity, along with many others, ignites children's curiosity.

Children excitedly explore the outdoor area. They inquisitively explore, investigate and speculate as they discover minibeasts and explore the muddy digging area. Children patiently take turns while playing games. For example, they take turns to tell their friends what they do that makes them smile. Staff sensitively help children to express their feelings or worries.

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

- Excellent relationships with parents are in place. Parents are invited into the setting to attend special events with their children, such as a teddy-bears picnic. Staff also provide parents with an array of ideas to continue children's learning at home. For instance, children are encouraged to collect and count conkers. Parents are extremely complimentary about the pre-school.
- Children make exceptional progress. Staff plan an inspiring curriculum, which is informed by their meticulous observations and assessments. They use a wealth of innovative ways to expand and reinforce children's knowledge. For example, staff use familiar stories to help embed children's knowledge of counting, shapes and sizes. Children start school with an abundance of knowledge and skills and a love of learning.
- Staff skilfully support children's physical development. For example, older children skilfully negotiate pathways on balance bicycles in the outdoor play area. Younger children competently use scissors and manipulate dough to make models. Toddlers develop their large-muscle skills. They move well as they walk up steps and manoeuvre themselves down the slide.

- The leadership team places a huge focus on supporting and developing children's and their parents' understanding of healthy eating. They hold workshops and send home suggestions to parents. Staff also translate these suggestions into different languages to support parents who speak English as an additional language. They use discussions and activities to help children learn about good oral hygiene and healthy eating. Older children brush their teeth after lunch.
- The leadership team uses its experience to skilfully evaluate the quality of the pre-school. Staff are passionate, driven and show a complete dedication to providing the highest-quality care and education for all children.
- The leadership team celebrates staff's individual skills and interests. For example, there is a lead phonics teacher in place, and another member of staff is responsible for supporting families who speak English as an additional language. Staff attend training to develop their knowledge. This significantly contributes to staff being confident and helps to maintain the exceptional quality of education already in place.
- Staff demonstrate a deep understanding of children's learning needs and consistently deliver high-quality interactions that build on children's speech and language skills effectively. For example, staff read stories with excitement in their voices, and children repeat phrases back with increasing confidence and fluency. Children access resources, such as teddy bears, masks and costumes, that encourage them to use their imaginations and creative skills as they role play.
- Children in receipt of funded early education and those with special educational needs and/or disabilities are supported to reach their full potential. Staff working with children have an exceptional understanding of their learning and needs to ensure that they achieve the best possible outcomes. Children's progress is constantly monitored, and rapid referrals are initiated to ensure that interventions are obtained when necessary.

## **Safeguarding**

The arrangements for safeguarding are effective.

The leadership team and staff have a very secure knowledge of safeguarding and child protection. They clearly describe the procedures to follow if they are concerned about a child in their care or an adult working with them. Staff are equally aware of the indicators of abuse, including any concerns associated with female genital mutilation or radicalisation. Staff take part in team discussions, and they access a wide range of training opportunities to keep abreast of topics such as county lines and cuckooing. Robust recruitment procedures and regular checks of ongoing suitability ensure that all staff are suitable to work with children. Accidents and incidents are regularly reviewed to identify anything that can be changed, to further protect children.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY458321  |
| <b>Local authority</b>                             | Kingston Upon Hull City Council   |
| <b>Inspection number</b>                           | 10229651  |
| <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> | 2 to 11   |
| <b>Total number of places</b>                      | 100   |
| <b>Number of children on roll</b>                  | 346   |
| <b>Name of registered person</b>                   | Jst 4 Kidz & Totz Ltd   |
| <b>Registered person unique reference number</b>   | RP532306  |
| <b>Telephone number</b>                            | 01482836000   |
| <b>Date of previous inspection</b>                 | 18 November 2016  |

## Information about this early years setting

Jst 4 Kidz/Tots registered in 2013 and is located in Hull. The pre-school employs 11 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The before- and after-school club provides care for children during term time and school holidays. The before-school club begins at 7am and the after-school club closes at 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kerry Holder

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the pre-school.
- The inspector viewed all areas of the premises used by the children. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the pre-school manager.
- The inspector checked evidence of staff suitability. She held a meeting with the leadership team and spoke to parents to seek their views and comments.
- The inspector checked evidence of suitability and qualifications of staff working with children. She discussed the pre-school's methods used for self-evaluation and the impact these have on the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022