

Inspection of Just for Kidz

The Moorlands, 165 High Street, Mosborough, SHEFFIELD S20 5AG

Inspection date: 24 January 2023

Overall effectiveness	Inadequate
------------------------------	-------------------

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

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses across the setting. Children's safety and welfare are compromised due to weaknesses in safeguarding arrangements. The management team and staff do not have high enough expectations for children's learning and development. Children are not provided with activities tailored to their individual interests or developmental needs. Some children are left to initiate their own play for long periods of time. Pre-school children frequently stand around unsure of what to do. Toddlers wander, and they are not supported to develop their communication and language skills. This negatively impacts on children's development in all areas of learning. Consequently, children do not make good progress.

Staff do not support children to learn how to behave and manage their emotions. Managers and staff do not ensure that all children's individual needs are met. Pre-school children display disruptive and unsafe behaviour. Children climb on bookcases and into water troughs. They are unkind to each other and cause injury as they hit or throw toys at one another. This leads to a chaotic environment, where children develop a negative attitude towards their learning. Staff are unclear of how to support children with special educational needs and/or disabilities (SEND) effectively. Children do not receive challenging experiences to extend their learning. Consequently, the poor curriculum causes children to become disengaged. Some children spend large amounts of time speaking to the inspector about their water bottles because they are ignored by staff.

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

- Staff are not equipped to manage children's challenging behaviour. They do not teach children to gain an understanding of right and wrong in order to learn appropriate ways to behave. Because of this, children do not develop the necessary attitudes and skills for their future learning, including for their eventual move on to school. Staff spend a lot of time dealing with disruptive behaviour and ignore children who are quiet and respectful of others.
- The provider does not ensure that the staffing arrangements in the pre-school room meet the needs of all children, including those with SEND. Although ratios are met, the number of staff is insufficient to provide all children with the support that they need to receive quality learning experiences. The appointed special educational needs coordinator has only received basic training and is given very little support on how to fulfil this role. Referrals to other professionals in order to gain support for children with SEND are not made quickly enough. Therefore, children with SEND are not ready for their next stage in learning.
- Staff do not implement a robust and ambitious curriculum to fully support children's individual development. They do not plan well enough to challenge

and extend children's learning based upon their interests. For example, staff shout, 'shall we have some brain time', to try and calm the chaotic situation in the pre-school room. They quickly grab laminated numbers and expect children who are not interested to join in. Toddlers are left for long periods of time without any interaction from staff. In addition, during an activity to make dough, children wait too long for their turn and become bored. This means that children's learning needs are not met.

- Staff take part in online training and receive some supervision and coaching from the management team. However, staff in the pre-school room and the manager are exhausted and become upset, as they are continually supporting children who are challenging. This affects staff's well-being and the quality of their practice.
- Babies and toddlers settle well, and staff make good bonds with them. Babies enjoy exploring oats and honey. Children enjoy spending time outdoors. They kick balls and use wheeled toys with skill and confidence. Children are encouraged to do things for themselves.
- Staff promote children's healthy lifestyles, including eating well, good oral health and physical well-being. They provide children with healthy snacks and meals. Staff teach children about the importance of dental hygiene. Risk assessments for the rooms are in place, and concerns about mould are being addressed.
- Parents are complimentary about the staff at the nursery. They are happy with the social skills their children develop.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff have a good enough understanding of how to safeguard children. Staff complete online training. However, they do not know how to identify the possible signs and indicators of abuse or what to do if they have concerns about a child. There are unsure of what to do if they are worried about the conduct of a colleague and do not understand a range of child protection concerns, such as 'Prevent' duty. The manager understands the possible risks of staff using their personal mobile phones. However, she has failed to implement the policy on this matter. During outings, staff take photos of children using their mobile phones. These safeguarding weaknesses pose a serious risk to children's safety and well-being.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date

ensure that all staff increase their safeguarding knowledge to make sure that the signs of possible abuse and neglect are recognised at the earliest opportunity and responded to in a timely and appropriate way	24/02/2023
ensure that all staff develop a greater understanding of the safeguarding policy by increasing their knowledge about what to do if they have concerns about a colleague harming children	24/02/2023
improve staff's knowledge and understanding of the guidance and procedures of the relevant local safeguarding partnership and 'Prevent' duty	24/02/2023
ensure that managers and staff understand and implement policies and procedures, including the use of mobile phones in the setting, to promote child protection and effective safeguarding	24/02/2023
provide all staff with training to manage children's behaviour in an appropriate way that helps children to understand how their actions affect others	24/03/2023
ensure that there are effective measures in place to support children with SEND by having a clear approach to identifying emerging SEND and making effective referrals to support these children without delay	24/03/2023
plan and deliver a clear curriculum for children, with activities that help to promote children's interests and engage them in appropriately challenging activities	24/05/2023
improve the supervision, mentoring and support that staff receive, to support their well-being, and ensure that the quality of care and education is consistent and continually improves.	24/05/2023

Setting details

Unique reference number	EY349492
Local authority	Sheffield
Inspection number	10262788
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	57
Number of children on roll	57
Name of registered person	Just For Kidz UK Ltd.
Registered person unique reference number	RP901712
Telephone number	01142480875
Date of previous inspection	24 January 2018

Information about this early years setting

Just for Kidz nursery registered in 2007 and is located in Sheffield. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth Moore

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents. This included evidence of staff's suitability and training.
- The inspector spoke with staff and children during the inspection.
- The manager and inspector carried out a joint observation of a dough-making activity.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023