

Inspection of Kids 1st Ingleby Barwick

Myton Road, Ingleby Barwick, Stockton-on-Tees, Cleveland TS17 0WA

Inspection date: 31 May 2023

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 play in a loving environment. Staff relationships are warm and caring. They are quick to respond when children need help, support or a reassuring cuddle. Children clearly feel happy, secure and confident.

Children are very well behaved. Staff are positive, caring role models who help children manage their own feelings and learn to be kind. They notice when children are behaving well and compliment them. This helps boost children's self-esteem and reinforces positive behaviour and social skills.

As soon as children enter their room, they engage in the enticing activities staff prepare. Babies learn to name animals and make sounds as they explore a toy farm, and staff read books about wild animals. They explore resources that help build finger strength ready for manipulating tools and mark making. Toddlers are eager to look at books and be read to. They make marks with chalk as staff encourage them to recall a favourite book. Pre-school children recognise their own name and are keen to 'have a go' at writing it for themselves. Staff support those children interested in letters to learn the sounds they make using fun rhymes and memorable actions. Children learn the skills they need to help them move confidently in to school.

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

- Leaders and the management team are committed, well qualified and experienced. They have developed a well-sequenced curriculum with the nursery manager. They consider what they want children to learn and how they will teach them. Staff know the children very well and know their likes and dislikes. This helps staff prepare activities to build on what children already know.
- Teaching across the nursery is strong. Staff who are more experienced support those who are less experienced very well. Induction and supervision systems help to focus areas of development, such as small group times, to support children's language and physical skills. However, in group activities, some staff do not give their attention evenly to quieter children who are occasionally overlooked.
- Staff are skilled at developing children's thinking and expanding their language and vocabulary. For instance, staff challenge a group of children to build a stage out of wood and planks. Children work together and enjoy their time interacting with each other. Staff value children's conversations. They listen to them attentively and have fun interacting collectively. This builds children's confidence and self-esteem.
- Children with special educational needs and/or disabilities (SEND) are well supported. Good partnerships with parents and regular discussions with other

professionals, such as speech therapists and the county SEND adviser, help to ensure that children get the support they need swiftly. For example, children who do not yet have the skills to socialise and interact with others are invited into small group, turn-taking games to help them to join in and play with others.

- Children are well supported to keep themselves safe and healthy. Staff provide balanced and nutritious meals. They routinely talk about the benefits of a healthy lifestyle, including oral health. Children enjoy regular fresh air and exercise outdoors. For instance, they thoroughly enjoy a lively activity with a giant parachute and experience yoga sessions together.
- Overall, parents share how pleased they are with the care their children receive. Parents comment that the staff are amazing, always friendly and very helpful. Staff gather useful information when children start and when they move into new rooms to help plan for children's individual learning goals. Parents access children's diaries and electronic information to help them support learning at home. However, some parents spoken to at the inspection were unaware of their children's targets and how they can help them further at home. This does not fully support continuity of learning.
- Leaders value staff and support their well-being successfully. They are keen to develop individual plans for staff to further their skills and qualifications. They discuss progress at regular supervision sessions, and staff are encouraged to access training opportunities. All staff work well as a team to support the children, including the cook and housekeeping staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding and how to keep children safe. Regular risk assessments are carried out. The premises are safe and secure. For example, ratios are routinely maintained, and staff discuss relevant safety procedures and rules. Staff can confidently talk about the policies and procedures they would follow in order to safeguard children. They are aware of the signs and symptoms that may indicate that a child is at risk of harm. Staff know exactly what to do if they are concerned about a child or a colleague.

What does the setting need to do to improve?

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

- continue to help staff sharply focus their teaching during group times and some planned activities, to help all children make the best possible progress
- improve partnership working with parents to ensure they are aware of children's targeted learning plans and how they can help them continue to build on their learning at home.

Setting details

Unique reference number	305957
Local authority	Stockton-on-Tees
Inspection number	10293357
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	98
Number of children on roll	155
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01642 751111
Date of previous inspection	20 November 2018

Information about this early years setting

Kids 1st Ingleby Barwick registered in 1996. It is owned by Busy Bees Nurseries Ltd. The nursery employs 27 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above, including five staff with early years degrees. 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
Jan Harvey

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times throughout the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents and carers about their experiences at the nursery.
- The inspector had several discussions with members of the management team. She looked at relevant documentation such as ratios, staff deployment and certificates. She 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.

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