

# Inspection of Just for Kidz

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

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Inspection date: 13 July 2023

**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 Inadequate

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

### **The provision is good**

Staff create a warm and welcoming environment for children and families. They organise the rooms to create a safe, calm, and well-resourced environment. Children separate from their parents and carers with confidence. They are eager to join their friends. Children focus and engage in their learning. They feel safe and secure. Children learn good health and hygiene practices. They wash their hands before eating and after using the toilet. Children use tongs and spoons to serve their own food. They learn how to brush their teeth.

Staff have high expectations of children's behaviour. They plan activities so that children become confident, independent learners. Staff encourage babies to have a go at taking their coats off. Toddlers get a stool to stand on to reach the sink and wash their hands independently. They begin to self-serve their food at lunchtime. Older children learn to butter their scones at snack time. Children learn to share and take turns.

Children become little scientists as they experiment with materials and learn about plants. Staff plan activities that develop children's curiosity. They encourage children to predict what will happen when they mix ingredients together. Children show excitement when the 'volcano' erupts and the mixture spills over the sides of the container. Children have a positive attitude to their learning.

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

- The newly appointed manager has a clear vision for the nursery. She has established herself as a supportive leader. Through observations, the manager supports staff to develop their teaching. She has worked with all staff to quickly address the actions from the previous inspection and create an ambitious curriculum for all children.
- Staff know the children and families well. They find out about their needs, likes and dislikes before they start. This helps children settle quickly. Children use their key person as a secure base. Babies like to stay close to them as they learn to explore the environment. Older children are eager to tell staff about where they have been. The children are happy and settled.
- As a result of the COVID-19 pandemic, managers have identified gaps in children's language development. They have introduced the use of simple sign language to help children develop their communication skills. Staff model the use of language effectively. They introduce new words as they speak with children. For example, staff use the word 'technique' when describing what the children are doing. Children become confident speakers.
- Children develop a love of stories, songs and rhymes. Babies choose from a selection of rhyme spoons. They use puppets to enhance their experience.

Toddlers explore stories through creative activities. Older children choose from a selection of books. Children ask to hear their favourite stories.

- Children have regular opportunities to develop their physical skills. Staff encourage babies to crawl and walk. Toddlers develop the strength to become steady on their feet. They learn to walk up and down stairs confidently. Older children develop their large motor skills as they run, climb and ride on balance bikes. They concentrate as they use tweezers to develop their finger muscles and learn how to hold a pencil.
- Leaders and managers ensure staff deployment meets the needs of all children, including those with special educational needs and/or disabilities (SEND). They work well with other agencies to identify targets for children. Where outside support is not available, managers actively seek training for staff. Staff then continue to support the children's individual needs. Children with SEND are very well supported. All children make good progress.
- Parents are very happy with the care their children receive. They enjoy coming to the stay-and-play sessions. Children are eager to come to the nursery. Parents feel well informed about their child's daily care needs. However, staff do not consistently share with parents what their child's next steps in learning are. This means parents cannot support and extend children's learning at home as well as they could.
- Staff complete comprehensive progress checks when children reach the age of two. They share the results with parents and health visitors in time for the health and development review. Staff liaise with the parents and health visitor to ensure any required support is quickly put in place.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. There are procedures in place to check staff's understanding of the safeguarding policy. They know the signs and symptoms of abuse and who they need to refer to should they have any concerns regarding children or staff. Supervision is in place to support staff development and well-being. A robust recruitment procedure is in place to ensure that staff who work with children are suitable. Ongoing suitability is monitored through supervision and yearly checks. Staff complete risk assessments to ensure the environment is safe for children. They respond quickly when water is spilt to make the area safe.

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

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

- strengthen the information that is already shared with parents so that they are clear what their child's next steps in learning are.

## Setting details

<b>Unique reference number</b>	EY349492
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10278201
<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>	57
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Just For Kidz UK Ltd.
<b>Registered person unique reference number</b>	RP901712
<b>Telephone number</b>	01142480875
<b>Date of previous inspection</b>	24 January 2023

## Information about this early years setting

Just for Kidz nursery registered in 2007 and is located in Sheffield. The nursery employs seven members of childcare staff. Of these, six 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

Miriam Caldecott

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The nominated individual and manager spoke with the inspector about the leadership and management of the nursery.
- 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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