

# Inspection of Kids 1st - Wansbeck

Woodhorn Lane, Ashington, Northumberland NE63 9FY

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Inspection date: 18 July 2024

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Managers understand what it is that they want children to learn and emphasise the importance of promoting children's communication and language development. Babies and young children smile as staff sing songs and read familiar story books. This includes using props to help young children to remain suitably engaged in these sessions. However, there have been a number of leadership and staffing changes at the setting. Whereas most children are well prepared for their next stage in learning, some children, including children with special educational needs and/or disabilities, do not benefit from high-quality activities and experiences, which help them to make consistently good progress in their learning. Additionally, some staff do not ensure they use the correct pronunciation of words and children have dummies in their mouth when trying to talk. This demonstrates that the curriculum is not well embedded into practice.

Staff help children to settle into the nursery. Babies snuggle up to staff if needing reassurance. Older children show confidence when greeting visitors and rush to show them what they have been playing with. Children greet familiar staff members and hug them when they walk into the room. This helps to support children's emotional well-being.

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

- The newly appointed manager aspires to improve. She is supported in her role by the staff team and senior managers, who have an awareness of the areas of development at the setting. Managers support staffs well-being and staff receive supervision sessions. Furthermore, staff have access to online training programmes. However, there are a large number of new staff members at the setting who are still in the induction phase. This means that not all staff have yet received targeted professional development to help raise the quality of interactions to a consistently good level across the setting. As a result, the quality of interactions across the setting is variable. For instance, children are left waiting to too long between activities and routine times of the day. Some children lose motivation to remain engaged in their play and learning.
- Overall, parents state that they are happy with how their children have settled at the setting. They receive updates about the care and education their children receive through daily feedback and an online platform. This helps to provide a consistent approach to children's learning. Parents compliment staff and the support that they offer to their children.
- Children have a suitable range of resources to make independent choices in their play. In the main, children behave well. Staff remind children of the rules of the setting and encourage them to be kind to one another, including talking to children about the importance of sharing and taking turns. However, some staff

do not provide consistent messages for children and offer clear instructions to help children to understand how their feelings and behaviour impacts on others.

- Children benefit from healthy choices. Staff are aware of children's individual dietary needs and supervise them during mealtimes. Children show that they understand how to follow hygiene practices and wash their hands before eating. They have regular access to the outdoor area and learn to use their physical skills when using outdoor play equipment.
- The setting works with external agencies to share information and offer support for children's individual needs. This includes support for children with special educational needs and/or disabilities. This means that children receive appropriate interventions and are suitably prepared for their next stage in learning.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## 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
implement an ambitious curriculum for all children to ensure that they are supported to make good progress in their learning, particularly in relation to their communication and language skills	08/08/2024
ensure all staff receive a targeted programme of professional development to help to improve the quality and consistency of good interactions for children	08/08/2024
improve behaviour management procedures and provide consistent messages for children to help them to understand how their feelings and behaviour may impact on others.	08/08/2024

## Setting details

<b>Unique reference number</b>	EY283628
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10356654
<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>	112
<b>Number of children on roll</b>	183
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01670 855 439
<b>Date of previous inspection</b>	24 September 2019

## Information about this early years setting

Kids 1st - Wansbeck registered in 2004. The nursery employs 28 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 or above, including two members of staff who hold a level 6 degree level qualification. 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

### Inspectors

Elaine McDonnell  
Emma Allison

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors 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.
- Parents shared their views of the setting with the inspectors.

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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