

Inspection of Kids 1st - Rake Lane

North Tyneside General Hospital, Rake Lane, North Shields, Tyne and Wear NE29 8NH

Inspection date: 1 July 2025 - 4 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive excitedly and leave their parents with ease. Children show that they are happy and settled as they play alongside their friends. They develop secure attachments with staff. For example, babies seek out staff when they want comfort, cuddles and reassurance. This helps them to feel safe and secure in their care.

All children enjoy exploring the wide range of resources and activities that staff provide. For example, babies enjoy exploring their environment and show interest in books. Toddlers spend time prodding, rolling and pressing dough, which has been provided by staff to encourage small physical skills. Pre-school children play hide and seek in the garden, counting to five before squealing with excitement when they find their friends. They learn about various artists, such as Vincent van Gogh, and use their creativity and imagination to create their own 'Sunflowers' painting. Staff introduce many new words to extend children's vocabulary. They support children in developing their listening and attention skills during story time, singing and through cooperative games. Older children display their confidence as speakers by engaging visitors in activities and conversations. This helps to promote children's good communication and language development.

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

- There have been recent changes to the leadership team. This includes changes to staff roles and responsibilities. However, the new leadership team are proactive and understand the sensitivities needed around change to ensure consistency and quality for staff, children and families.
- Support for children with special educational needs and/or disabilities (SEND) is implemented with empathy. Leaders and staff provide an inclusive curriculum that meets the needs of all children. Staff are aware of individual needs and keep this information at the heart of what they do. Leaders ensure staff are trained to support children with SEND. They work in partnership with other professionals to ensure children receive the specialist support they need. They make timely referrals to ensure children who need them have education, health and care plans in place to fully prepare for the next stage in their education.
- Key persons demonstrate a sound knowledge of the children in their key-person group. They speak confidently about how they are supporting those children. Staff organise small-group activities to help develop children's listening skills, share ideas and to take turns. Staff confidently use the opportunity to encourage the children to give each other instructions and work together.
- Leaders are committed to their roles and share a clear vision to enhance the setting and further support children and families. They have a realistic understanding of the challenges they may face in achieving these goals. Leaders have regular review meetings with staff. During these meetings, they reflect on

staff performance and give staff opportunities to share their own views.

However, monitoring of staff practice and coaching are not used to rapidly raise the quality of teaching to a consistently high level.

- Staff build good relationships with parents, and there is a key-person system in place. However, parents are not always clear about who their child's key person is and do not gain as much information as they would like about the plans for children's future learning needs, to enable them to fully support these at home.
- Children relish their time outdoors. They have ample space to run, climb and balance on the equipment provided. They negotiate space well as they steer ride-on toys, careful not to bump into their friends.
- Overall, children are well behaved. Staff offer consistent praise and gently remind children of their expectations. Children remember that they use 'walking feet' inside to prevent accidents. Staff support children to identify and label their emotions. Older children have great fun as they decorate their own 'Colour Monster' jar using a variety of craft materials.
- However, during transition time from outdoor play, staff have not considered ways to reduce the number of children in the corridor when taking off their outdoor clothing. Children are unsure of what is happening next in the daily routine. Some children line up ready for dinner in the main hall and others line up to return back into the nursery room. Due to the weaknesses in transition arrangements, children become unsettled and tussle with one another.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide more targeted support and coaching, specifically for staff working with the younger age groups, to help raise the quality of teaching to a consistently high level
- continue to develop parent partnerships to ensure all parents are aware of who their child's key person is and next steps in their child's learning, to enable parents to support and continue children's learning at home
- enhance key transition times of the day to ensure children are clear about what is happening next and to support children to understand how their feelings and behaviours may impact on others.

Setting details

Unique reference number	EY283548
Local authority	North Tyneside
Inspection number	10410263
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	112
Number of children on roll	156
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0191 258 7785
Date of previous inspection	19 February 2020

Information about this early years setting

Kids 1st – Rake Lane registered in 2004. The nursery employs 29 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 or above, including two staff with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspectors

Janet Fairhurst
Julie Campbell
Emma Allison

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspectors observed the quality of education during activities and assessed the impact this has on children's learning. They spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspectors held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke with parents during the inspection and took account of their views.
- The inspection started on 1 July 2025. An inspector returned on 4 August 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.

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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