

Planet Kids Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Planet Kids Day Nursery is privately owned and was registered in 2006. It operates from a two storey building in St. Helens, Merseyside. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am to 6pm for 51 weeks of the year. A maximum of 57 children in the early years age group may attend the nursery at any one time. There are currently 108 children attending who are within the Early Years Foundation Stage, many of whom are part-time. The nursery also offers care to children aged over five years to eight years and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported.

The nursery employs 12 members of child care staff, all of whom hold appropriate early years qualifications at Level 3 and three staff members at Level 4 and 5.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children play in a welcoming, stimulating environment and develop a strong sense of belonging. They make good progress in their learning and development, and receive motivating support from enthusiastic staff. Effective measures are used to monitor the children's progress, with some systems to identify their starting points. There is an inclusive environment, and staff work closely with parents and other professionals to ensure the children's individual needs are well met. Most health and safety measures are in place, and management successfully embeds continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- build on the systems used for obtaining initial information about the children's abilities when they first start through regular two-way flow of information with parents
- provide a greater range of toys and resources that help children from the earliest age to value diversity and develop a positive attitude to differences in gender, ethnicity, culture, religion, and disabilities
- ensure risk assessment records accurately cover everything with which a child may come into contact
- monitor the temperature of areas where babies sleep to oversee their comfort and safety.

The effectiveness of leadership and management of the early years provision

Good measures are in place to help safeguard children, with robust security of the premises. Electronic surveillance cameras operate in all playrooms enabling management to monitor what is happening throughout the nursery at all times. Staff have a good understanding of child protection issues and receive ongoing training. Risk assessments are conducted daily to help minimise any potential hazards. However, although all areas are covered, they are not always accurate. For example, uncovered plug sockets are not always identified. Thermometers are displayed in each room but they are not always positioned correctly to ensure appropriate temperature readings are taken where babies sleep.

Information is shared with parents through discussion, documentation, daily diaries, and formalised meetings. Parent questionnaires evidence their satisfaction, and their views are used as part of the self-evaluation process. The management is proactive in forging links with other settings and professionals to help children. The staff work well as a team, regularly attending training workshops and keeping up-to-date with new initiatives. They create a welcoming environment with good deployment of toys and a vibrant and interesting outdoor play area. This clearly has a strong impact on the quality of the provision and outcomes for children. The manager demonstrates a capacity to improve and recommendations have been met since the last inspection. The children are now encouraged to be more independent, particularly at meal times. Improved systems have also been introduced for the sharing of information with parents.

The quality and standards of the early years provision and outcomes for children

The children receive good support from staff with close interaction during play, helping children to develop skills for the future. For example, when children show an interest in books, staff promptly read stories and discuss the pictures. They introduce colour, number, size and shape and use planning well to ensure there is a good balance of activities at all times. The staff effectively use observational assessments to monitor the children's progress. They record their findings in children's progress reports with links to the early learning goals. Some information about children's abilities, likes and dislikes is obtained from parents when they first start. However, this is not clearly linked to the areas of learning in order to be used to identify their levels of achievement and start up profiles.

The children thoroughly enjoy their play and develop a strong sense of belonging. They learn to share, take turns and eagerly engage in activities. They are provided with the opportunity and encouragement to competently develop their communication, language and literacy skills. Staff constantly talk and listen to children, and use picture images to reinforce their understanding. Children re-enact stories, such as 'The bear hunt', and there is a wealth of displayed written words, pictures and symbols. Children enjoy mark making and practise their writing skills. Babies and young toddlers mimic sounds and copy actions when staff

sing songs and rhymes.

During play the children count and calculate. Flash cards depicting pictures and written numerals are used to assist the children's recognition of number. They press numbers on cash registers, and toddlers learn to count in sequence. They become aware of everyday technology and have access to many programmable toys. Children learn to respect others and become actively involve in charity fund raising events. They learn about their culture and the culture of others and celebrate different festivals. They have some multi-cultural toys and resources reflecting positive images. However, these are limited and not consistent throughout the nursery to fully enhance the children's learning of diversity.

The children's creativity is promoted particularly well through a variety of imaginative play opportunities that foster their curiosity and exploration. They explore their senses through various media, such as sand, water, play dough and paint. Girls pretend to be builders, repairing items in the home corner using various tools. Babies and toddlers experiment with musical instruments. The outdoor play is organised extremely well, with many challenging activities. Children use multi-faceted climbing apparatus with rope ladders, tunnels and a slide. They develop balance and coordination on stepping logs, and they explore bugs and grow plants. Covered areas enable children to play outside in all weathers, promoting their health and well-being. They settle on cushions to read books, and set up camping and picnic areas with cooking utensils and deckchairs. They operate a 'car wash' area, washing the wheeled vehicles using sponges and soapy water.

The children adopt healthy lifestyles and enjoy nutritional meals prepared by the cook. They demonstrate a strong sense of security, confidently exploring their environment, and learn about safety during play and when practising the emergency evacuation procedure. They form close relationships with staff, and good systems are used to prepare children for transition into school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met