

Kids Planet

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Kids Planet nursery opened in 2010 and is part of a chain of settings run by the same providers. It operates from a two-storey building in Hale, Altrincham. Children have access to four rooms, a sensory room and an indoor/outdoor room. The nursery serves the local area and beyond. There is a fully enclosed play area available for outdoor play. The nursery opens from 7.30am to 6.30pm five days a week for 52 weeks of the year, excluding public holidays. Children are able to attend for a variety of sessions.

A maximum of 70 children may attend the setting at any one time of whom not more than 24 may be aged under two. There are currently 89 children on roll, all of whom are in the early years age range. Care to children aged over five to under eight years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently supports children who speak English as an additional language. The setting employs 20 members of childcare staff, 17 of whom are qualified to level 2 or above. One member of staff has an Early Years Foundation Degree and another has Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at Kids Planet, have fun as they play, explore and learn in the stimulating, safe and secure nursery environment. The motivated staff team have worked hard to establish their good quality provision since registration and show a commitment to its continuing improvement. They work closely with parents and know children well, respecting their individuality and meeting their needs. Meaningful observation, assessment and planning systems reflect staffs good understanding of children, the early learning goals and how children learn. Therefore, they provide activities and support that enable children to make good progress in all areas of learning.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to develop their climbing skills, fully investigate the natural outdoor environment and to write and read for different purposes
- ensure the daily routines maximise opportunities for children to engage in the free play sessions and that circle times engage all children taking part.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The manager shows a strong commitment to ensuring that all staff have a good knowledge and understanding of their own and their manager's role in child protection. Staff are clear of the signs and symptoms of abuse and of when and how concerns should be reported to the relevant agencies. Comprehensive policies and procedures and recording systems are adhered to and regularly updated, further promoting children's safety and welfare. Thorough risk assessments are carried out for all areas of the building and for outings. These include daily checks and a monthly review of accidents that occur within the nursery. Therefore, hazards are identified and the risk of accidental injury is minimised.

The nursery provides children with a bright and inviting environment. Playrooms are well organised, offering children a good selection of freely accessible, high quality toys and resources. Children greatly enjoy exploring these during free play sessions and eagerly join in adult led activities that take place at the same time. However, on occasion these sessions are relatively short in order to accommodate other routines in which some children are less engaged. At times, children become restless while preparing to go outdoors as a large group and during circle times. Positive images that promote children's understanding of our diverse society and respect for themselves and others are displayed within toys, resources and posters. Children of all ages have opportunities to explore outdoors on a daily basis. This area provides a stimulating environment to children, promoting different areas of learning and allowing children to be active in their learning.

Good systems are in place to support staff, promote their personal development and involve them in developments and improvements within the nursery. They are deployed effectively, ensuring that their individual skills and preferences are maximised. They state that they love their work with children, feel valued and are motivated. The support of the local authority and views of parents, children and staff are sought as part of the self-evaluation process. This is done through staff meetings, a parent's forum, questionnaires and consultations and have resulted in a number of improvements throughout the nursery. For example, making children's development files more easily accessible to their parents, while maintaining confidentiality and plans to arrange a nursery trip.

The nursery has worked hard to build links with other early years settings that children attend. They have recently introduced communication books to ensure they work together to enhance children's learning experiences and maintain consistency. The nursery has links with a local children's centre to support children and their families. Various, innovative ways have been introduced to involve parents in the nursery and their children's learning. Some of these have become well established. Parents appreciate the gradual settling-in procedure. During this time they are introduced to their child's key person and share information about their children's routines, likes, dislikes, needs and abilities. Staff share information regarding the nursery's policies and procedures and routines. Information is shared with parents on a daily basis verbally and through daily record sheets. They are

encouraged to inform staff of achievements or activities children have enjoyed at home through the use of an 'achievement tree'. Parents are informed of their children's progress through parents' evenings and are welcome to look at their children's file when they wish. They are regularly invited to special events within the nursery such as shows at Christmas time, Halloween parties and barbecues.

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

Observation, assessment and planning is purposeful and effective. Children's individual development files clearly show the good progress they make in their learning. Regular spontaneous, planned and photographic observations are recorded and reviewed every three months, tracking children's progress towards the early learning goals. Staff write reports summarising children's development and interests in all areas. Next steps in their learning are devised and used to inform planning of activities and support that staff will give to children to enable them to reach these steps. Their progress towards them is monitored through further observations.

Babies and children are secure and develop close relationships with their key person and other staff within the nursery. Young children are wary of unknown adults, turning to a familiar member of staff who offers comfort and reassurance until they become confident. Children have many opportunities to make choices and develop independence throughout the day. They enthusiastically access toys and resources and serve their own food during sociable mealtimes. Staff have attended behaviour management training. This has enabled them to offer advice and support to parents and to enhance the nursery's positive behaviour management strategy. Staff regularly praise and reward children's efforts and achievements.

Children become confident communicators. Staff are responsive to babies' and young children's non-verbal communications and encourage their verbal skills. Babies watch each other and adults intently as they sit together for snacks, mealtimes and during play. Staff praise babies when they say 'ta' when given their drink and record this achievement in their development file. Some staff are multi-lingual and all staff use key words in children's home languages, that they learn from children's parents. Older children have access to weekly French lessons and children learn to count in various languages. This promotes children's sense of belonging, high self-esteem and their understanding and respect for different spoken languages. Children and babies have opportunities to develop their small muscle and mark-making skills using a variety of materials. For example, babies explore corn flour and water, toddlers use finger paints and tots use shaving foam. A variety of writing materials are available within writing areas and outdoors. Children greatly enjoy sharing books with staff in the inviting book areas. However, books and writing materials are not freely accessible in other areas of the room, to encourage all children to read and write for a variety of purposes. Children develop good creative and imaginative skills as demonstrated by their individual works of art on display. They have free access to a variety of art and malleable materials,

such as paint, glue, sand, water and play dough.

Staff promote children's problem solving, reasoning and numeracy skills through planned and spontaneous activities. They talk to children about shapes that they are printing using sponges and ask children to count the different shapes and name numerals on clowns' costumes. As children build towers the 'same height as they are', staff count the number of bricks with them stating they are '13 bricks tall'. Staff are aware of children's individual abilities and provide appropriate challenges for them. For example, for children who are able to count in two's. Children develop a good knowledge and understanding of their own community, the wider world and an understanding of keeping themselves safe. They go on local trips out and welcome visitors to the nursery such as the police and fire service and companies that bring animals such as snakes and skunks. A child accesses a magnifying glass from a storage unit and becomes intrigued, looking through it at a toy car, stating that the car 'gets bigger' and urging an adult to look. Staff state children have enjoyed treasure hunts and bug hunts outdoor doors using bug bottles and magnifying glasses. However, such resources are not freely accessible outdoors to encourage children to fully investigate the natural world.

Children develop good large muscle skills, although there are limited opportunities for them to climb. At times young children are discouraged from climbing on low-level furniture in their room but are not given alternative equipment on which to safely practise these skills. Older children attempt to climb on some equipment outdoors. Nevertheless, children enjoy riding bikes and scooters and balancing, jumping and swinging on various outdoor play equipment. They also have the option of taking part in physical play sessions run by an outside company. Healthy lifestyles are promoted further as children have access to fresh drinking water and fruit throughout the day and are provided with a healthy, balanced diet. Parents who are dentists have been into nursery to talk to children about dental health and children clean their teeth at nursery after lunch.

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