

Kids Planet

Inspection report for early years provision

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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*.

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Description of the setting

Kids Planet was registered under the new arrangements in 2011, and is one of seven settings owned by Kids Planet Day Nurseries Limited. It operates from a detached property in Crewe, Cheshire. Rooms on the first floor are accessed via stairs. The nursery serves the local area. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 67 children at any one time all of whom may be in the early years age range. There are currently 121 children attending who are within this age group. The nursery provides funded early education for three-and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 27 members of childcare staff, 22 of whom work directly with the children. Of these, one holds Early Years Professional Status, one holds a qualification to level 6 and 18 hold appropriate early years qualifications at level 3. A member of staff is currently undertaking a foundation degree in early years. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting welcomes children and actively encourages them to participate in all activities and opportunities. Staff know the children well, clearly respect their individuality and uniqueness and their welfare, care, learning and development are successfully promoted. The children make good progress in their learning and development as they enjoy a range of activities both indoors and outdoors. Children's welfare, care, health and safety are effectively promoted overall as a result of the clear policies and procedures, routines and staff team working. Children are supported effectively by partnerships with parents and carers and excellent communication and liaison with local schools and other agencies and professionals. On-going self-evaluation demonstrates the setting's strong commitment and capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems which take into account the views of parents, carers, children and staff in order to effectively identify the setting's

strengths and priorities for development that will improve the quality of the provision for children

The effectiveness of leadership and management of the early years provision

Robust recruitment and selection procedures ensure children are well protected. Staff have a clear knowledge and understanding of safeguarding policies and procedures and how to deal with any concerns. All staff demonstrate an understanding of the need to be alert and to ensure that children are well protected at all times. Staff ratios across the nursery are good and support children's safety effectively. Records, policies and procedures are well organised, reviewed and are effective in supporting children's safety and welfare. Staff complete daily checks of all areas used prior to children's arrival. Premises are fully secure and staff are vigilant about visitors, ensuring children are safe and well protected at all times. Detailed written risk assessments for the premises and outings are completed and reviewed on a regular basis. The manager evaluates accident records and illness records to identify any potential hazards or concerns in order to protect children. Staff and children are involved in regular fire evacuations ensuring their prompt responses. Children are developing an understanding of their own health and safety as they learn about the importance of using tools, equipment and resources safely. Records and documents are well maintained and reviewed in order to ensure the safe and efficient management of the setting.

Staff are enthusiastic and committed to their role in working with the children. They communicate daily and at regular full staff and team meetings regarding children's overall development and curriculum planning. Staff access training and developmental opportunities to enhance their skills, sharing their knowledge with the staff team. Self-evaluation is ongoing. These arrangements for training and development, meetings and self evaluation demonstrate the setting's capacity for continuous improvement. The owner and manager are aware of the setting's current strengths and areas for improvements, however, consultations with staff, parents and carers and children are not yet fully explored.

The range of good-quality resources for both indoor and outdoor play and staff deployment and ratios, are effective in providing children with an environment which supports their good learning and development. Staff create a fully-inclusive environment where all children are treated as unique individuals and have equal access to activities, resources and experiences on offer. Children with special educational needs and disabilities are extremely well supported as staff are clear about their role in enabling all children to participate in all activities. Staff work highly effectively in collaboration with external agencies and professionals, parents and carers in order to maximise opportunities for all children.

Secure partnerships with parents and carers successfully promote and support children. Parents and carers have access to information about the setting and what it provides, through discussion and displayed information. Parents and carers receive daily verbal and written feedback and have access to their child's developmental record at all times. Parents and carers spoken to, confirm their

overall satisfaction with the setting. Excellent arrangements are in place for liaising with other agencies and professionals, early years providers and schools and as a result, these secure relationships are highly effective in promoting and supporting a continuity of care and curriculum.

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

Children make good progress in their learning and development as a result of the staff's good knowledge and understanding of the learning and development requirements. Effective team and key-person working ensures children feel safe and secure and as a result they are happy and settled. Staff are clear about the importance of good-quality observations in order to support children's learning and development. Observations of children's interests and development are used to complete individual learning journeys and to formulate next steps in learning and planning. Planning is based around children's interests and staff observations of their development, with some planned themes throughout the year, for example, celebration of festivals or as babies look at nursery rhymes and older children study transport.

Children arrive happy, separating from parents and carers with minimal support, eagerly accessing activities and opportunities on offer. All children, including babies where able, freely move around the available space accessing resources. Children are confident, share and take turns with resources and play cooperatively together. They are developing an understanding of their own health needs, for example, as older children independently access drinks when feeling thirsty. They have a good variety of opportunities to write and make marks both inside and outdoors. Some children show concentration and perseverance and good mark making skills as they concentrate during painting. Opportunities are made available for children to identify letters and words through planned activities. All children have access to a range of books.

Children count and are developing a good understanding of mathematical concepts, such as 'heavy' and 'light'. They count and older children are beginning to identify numbers in the correct order. Outdoor play promotes children's development across all areas of learning. They develop an understanding of the world and nature as they visit the adjoining farm to look at the animals.

Children consider others and the wider world as they celebrate a variety of festivals, for example, Japanese children's festival, where they are involved in age-appropriate activities, such as tasting sushi.

Children successfully climb over, under and through equipment which develops their physical skills of coordination and control. Older children successfully climb the stairs to their room with support. A variety of textures and techniques promote children's create and imaginary skills, for example, as older children paint dinosaurs, younger children play in bubbles, babies use a variety of textures and materials in sensory play, and children make dens in outdoor play. All children have access to a sensory room. Children access to a variety of musical instruments

and objects to make sounds and music in outdoor play. Good quality resources are used to support children's play opportunities.

Children enjoy healthy snacks and meals and have access to water and drinks at all times. They are aware of the need for good hygiene routines and together with outdoor play opportunities, children's health, welfare and physical development are well promoted. Staff employ good hygiene practices and procedures and therefore, children are cared for within a healthy environment. The variety of activities and experiences offered, staff interaction and commitment clearly supports the good development of children's skills for the future.

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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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