

# Planet Kids Day Nursery

Planet Kids Day Nursery, Broadway, Eccleston, St. Helens, Merseyside, WA10 5PJ

## Inspection date

09/11/2012

Previous inspection date

28/03/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are enthusiastic and independent as they freely access a wealth of resources in a welcoming, attractive child-friendly environment. Staff organise rooms effectively to enable children to make good progress overall in all areas of development.
- Children are happy and settled in the nursery due to the high quality care received from the welcoming and friendly staff with whom they form very secure attachments.
- As children move from room to room, transitions times are handled sensitively to ensure that they continue to feel safe and secure.
- Staff have a good knowledge of individual children and work well with parents to identify children's likes, dislikes, interests and where they are in their learning and development.

### It is not yet outstanding because

- Systems to monitor the progress that different groups of children make have not yet been introduced.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all the playrooms and outdoor area.
- The inspector held meetings with the registered provider, the manager of the setting and spoke to members of staff.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's operational plans and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Jeanette Brookfield

## Full Report

### Information about 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. The

nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 43 children attending aged from four months to under five years on roll, who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 12 members of childcare staff, all of whom hold relevant early years qualifications, one member of staff holds a level 4 qualification.

### **What the setting needs to do to improve further**

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

- monitor and evaluate the delivery of the new observation, assessment and planning systems, for example, by introducing systems for monitoring progress in relation to different groups of children, in order to be able to track any group falling behind their peers or below their expected development bands.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a good understanding of how young children learn and effectively promote children's development across the seven areas of learning. The positive environment promotes children's enthusiasm and interest in learning.

Staff find out about children's individual needs through the effective key person system. Information gathered is recorded well and provides a good base for establishing children's starting points. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because their needs are understood well and met consistently. Parents are actively involved in contributing to their children's development through effective daily discussions, daily dairy sheets and new home observation sheets. Staff complete summative assessments for all children each term and share these with parents. They have developed progress checks at two years and are in the process of implementing them to meet requirements.

All children enjoy self-selecting interesting and colourful books. They are confident as they point to and name objects in the book and listen to stories read by staff. Pre-school children take part in role play and re-tell stories using their imaginations. For example, they enjoy decorating a large space rocket to fly to the moon like the bear in a story.

Staff foster children's language development by using open-ended questions and showing interest in what they have to say. The introduction of the character 'Bobo', whom children take home to spend time with their family, is used to promote discussion at nursery. This enables children to talk about what they have done at home and share photographs of their adventures. Pre-school children have opportunities to use the computer and follow simple educational games, while younger children show great interest in exploring cause and effect toys. Activities, such as playing a shape identification game with Jackson the puppet, enable children to learn concepts of shapes and colour and encourages them to take turns and listen to others.

Children's physical skills are developed with sporting opportunities provided by an outside provider. They have opportunities to play outside in all weathers. Children can further develop their physical skills with access to age-appropriate climbing frames, tunnels and slides.

### **The contribution of the early years provision to the well-being of children**

Children are happy, settled and content as they form strong attachments to their key person, staff and other children within the nursery. Older toddlers confidently acknowledge visitors, cheerfully saying 'hello what's your name' when they enter the playroom. Staff are good role models to children, they encourage and support them in caring and sharing with each other. They introduce manners and good behaviour, so that children feel happy and secure in the nursery. Staff are deployed effectively, so that all children are well cared for and their individual needs are met. Children learn about people's differences through celebrations of different festivals, such as Diwali and by using resources that reflect positive images of diversity.

Children display good levels of confidence and self-esteem and work well as a group from an early age. The environment is well organised and equipped with open-ended resources, so children can be independent and make choices in their learning indoors and outside. Children are encouraged to develop independence as they take turns to bring the lunch plates to their friends at the table. They eat a varied balanced diet, which includes fruit and vegetables and drinking water is accessible in each room.

Staff communicate well with parents and agree arrangements to ensure that their child's individual health and welfare needs are effectively met. Parents' comment on how much they appreciate the daily diary sheet, which supports this two-way flow of information. They feel well informed and satisfied with the quality of care the nursery provides. Parents talk about how much their child likes attending and how well they have progressed since starting nursery.

### **The effectiveness of the leadership and management of the early years provision**

Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments. Staff have undertaken safeguarding training and are

confident in procedures to follow if they have any concerns. All policies are made available for parents. Staff closely supervise children when they play and sleep. Regular fire evacuations enable staff and children to know what to do in an emergency. Staff have a thorough understanding of how to promote children's welfare. Staff undertake paediatric first aid training and there are effective procedures in place for recording accidents and the administration of medication.

The provider and manager demonstrate commitment to staff training to ensure that they are confident, capable and are able to develop their professional skills. This is achieved through staff meetings, in-house and external training. The provider and manager have a secure understanding of their responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.

The enthusiastic provider has high expectations for the nursery. She and the manager liaise with the local authority and gather feedback from parents and staff to help identify areas for further development. Through reflecting on their practice and action planning, a range of new initiatives have been developed. These include the new observation and assessment systems and the monitoring and tracking systems for all children. However, these tracking systems are new and do not yet monitor different groups of children, in order to identify any group falling behind their peers or below their expected achievements.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY335615
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	890500
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Andrew Mikhail
<b>Date of previous inspection</b>	28/03/2011
<b>Telephone number</b>	01744 754 555

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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