

# Kids Planet

187 Hale Road, Hale, ALTRINCHAM, Cheshire, WA15 8DG

<b>Inspection date</b>	07/06/2013
Previous inspection date	15/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are well motivated, enthusiastic learners. They are eager to join in activities and participate with their peers. Children confidently lead play sessions which are enhanced by knowledgeable and highly skilled staff.
- Staff know the children extremely well and as a result, plan activities that interest and challenge them in their learning. These are informed by precise observations and assessments. This ensures the children are making rapid progress in all areas, given their starting points.
- The strong skills of all key persons ensure all children are well prepared for the next stages in their learning. Transitions are expertly supported and children are well prepared for moving within the nursery and onto school.
- The nursery is led by a highly professional manager who has an excellent understanding of her role and responsibilities. Effective systems are in place for monitoring the provision and expert support is provided to her highly motivated staff team.
- Extremely strong partnerships with parents ensure they are fully involved in their child's learning, resulting in children's needs being quickly identified and exceptionally well met.
- Rigorous self-evaluation, which takes into account the views of all who use the nursery, ensures staff continuously strive to improve the already high quality nursery.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the four main playrooms and in the outside learning environment.
- Discussions were held with the manager, senior staff and childcare practitioners at appropriate times during the inspection.
- The inspector took account of the views of parents and carers through discussion and questionnaires recently completed.
- The inspector looked at various documents, including policies and procedures, children's assessments and planning documents.

## Inspector

Shelley O'Brien

## Full Report

### Information about the setting

Kids Planet Nursery opened in 2010 and is part of a chain of settings run by the same providers. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two-storey detached building in the Hale area of Altrincham, Cheshire. 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 attend for a variety of sessions. There are currently 130 children on roll, all of whom are within the early years age range. The nursery currently supports children who speak English as an additional language. The nursery employs 22 members of childcare staff, 15 of whom are qualified to level 3 or above. A qualified teacher is also employed and one member of staff has Early Years Professional Status.

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

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

- continue to develop the already established links with local community groups to offer further learning opportunities to the children.

## Inspection judgements

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

Staff have an excellent knowledge of how children learn and use the guidance document, Development matters in the Early Years Foundation Stage to support children's learning. Their excellent understanding of the individual needs, abilities and interests of the children they care for is used to provide rich, varied and imaginative experiences. Therefore, children are extremely engaged in their play and are supported by highly skilled staff that challenge and extend their learning throughout the day. Staff build successful relationships with parents and observe children closely as they settle into nursery life. Parents are fully involved in the children's baseline assessments prior to them starting nursery, to enable the nursery staff to provide appropriate activities. This enables them to gather a whole picture of children's skills, abilities and interests when they begin at nursery. Robust systems are then in place to continue to observe and monitor children's progress towards the early learning goals. Staff plan achievable, yet challenging next steps for children's learning and work together to support children in reaching these, which is supported by parents and carers. Assessments are precise and robust and ensure that gaps in learning

are quickly identified and that additional support is sought when needed. For example, a 'sunshine' group provides additional support for older children through focused activities. Therefore, all children make rapid progress in their learning and development from their individual starting points and gain the key skills they need for the next steps in their learning.

Staff are highly skilled at promoting children's communication and language skills. Therefore, children quickly become exceedingly confident and capable in communicating their needs, likes and ideas to staff and each other. For example, children make suggestions about activities and lead the play. Nursery staff spend time reading stories to the children and encouraging participation. For example, stories are enhanced with props to enable children to use their imagination and to talk about the story by adding their ideas and views. This promotes active learning and engagement. Children's interests are also linked to activities to promote involvement. For example, older children have explored dinosaur bones, a dinosaur egg and miniature dinosaur skeletons following the children's lead. Children enjoy participating in planting and growing. They expertly tend to their vegetables and plants with enthusiasm. The activity is further extended by expert questioning from skilful and knowledgeable staff. For example, staff ask what the children are going to do with the potatoes they are growing. Children discuss harvesting them and taking them to the kitchen to prepare for eating.

Each child's key person is knowledgeable about their key children, including those children with English as an additional language. This enables them to ensure their specific needs are fully met so that they are included in the life of the nursery. For example, staff use dual language signs to support children's language development and to ensure they are happy and confident at the nursery. In addition, children's needs are regularly monitored through precise and well-documented tracking. Frequently produced reports, which are shared with parents and carers enable staff to adapt planning to meet the changing needs of each child. In the baby and toddler room, staff are attentive and caring while allowing children to become independent. They are aware of the children's individual needs and expertly tend to them. For example, children are given time to settle into their surroundings once dropped off in the mornings, while staff are close at hand to offer cuddles and reassurance should they need it. Babies explore texture by investigating shaving foam; they enjoy playing in it and feeling the mixture. Staff extend their learning by talking about what they are doing and using words appropriate to their ages. For example, they explain that the mixture is 'fluffy, cold and wet' to support babies' language skills. Older children learn about mathematics through an excellent range of activities. For example, the children explore shape and texture when playing with building blocks covered in custard to add another dimension to their learning. This helps children to learn about texture and three-dimensional shapes.

Children have wide and joyful experiences while developing their skills through a well-planned menu of activities. For example, the nursery has recently started working with the local park to enable children to participate in caring for the environment and to learn more about their community, with plans made to build on this further to offer even more enhanced learning opportunities to the children. Staff carefully ensure children have access to activities that cover the seven areas of learning. This ensures children are making rapid progress in all areas and have enjoyable experiences. All children confidently

use equipment, for example, the younger children confidently access resources in the room and handle them expertly.

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

Children are extremely happy and settled in the warm and welcoming environment. They show an exceptionally strong sense of security and belonging within the setting. Children benefit from a highly effective key person system and visits prior to starting at the setting which enable staff to talk at length with parents about their child. Transition procedures between rooms are also highly successful. Children visit the next room they will be moving to while staff receive a summary of learning and development to ensure provision is continuous and consistent. Consequently, children feel confident as they change rooms and this helps them to build close relationships. Staff are highly skilled in recognising the uniqueness of each child and providing for their individual needs and interests. The relationship between the key person, the children and their parents is highly effective in ensuring outstanding outcomes for children are provided. Babies are confident to explore their surroundings, safe in the knowledge they have the support of nurturing staff and feel secure. Older children are happy to express their feelings through discussion. For example, they talk to staff about what they want to do and why, how they are feeling and why this is the case. Expert staff skilfully listen and discuss this with the child, enabling them to make suggestions and give ideas to support them.

Children are extremely well nourished. They readily drink water, enjoy healthy snacks of fresh fruit and eat well-balanced and nutritious meals. Meals are prepared freshly every day on the premises. Therefore, this helps children to establish healthy eating habits. Children happily sit in small key person groups at meal times and they chat happily with their friends and staff, which successfully promotes their conversational skills. Babies demonstrate independent self-care skills, as staff encourage them to feed themselves. Children are able to snack on healthy items, such as fruit during the day. For example, toddlers help themselves to apples before taking them to the table to eat. Older children's self-help skills are well developed as they serve their own lunch and help their peers. They access the bathroom and wash their hands independently before meals and after messy play activities. All children benefit from fresh air daily as they have an abundance of opportunities to enjoy the outdoor environment in all weathers. The children have access to an indoor-outdoor room that can be used alongside the outdoor area. A wide variety of resources and well-placed activities enable children to explore the environment and practise their physical skills. Staff are fully aware of their responsibilities in keeping children safe and are vigilant. For example, during the hot weather children have sun cream regularly applied, wear sun hats and have ample shade under which to enjoy activities.

Children are developing high levels of self-esteem because staff are attentive and value their contributions. Staff act as good role models so that children learn about sharing and turn-taking and staff skilfully help them share popular resources. Children learn about respect and consideration for others. For example, children recycle unwanted clothes and newspapers which they then take to the recycling area in the local village.

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

The inspiring and effective leadership of the nursery team promotes a highly inclusive environment, where adults and children feel valued and respected. Children's care, welfare and learning is significantly enhanced by the highly effective way in which the setting is led and managed, which includes a higher than average staff ratio. Staff deployment is carefully considered, recorded and monitored and there are robust procedures in place to cover staff lunch breaks, sickness or absence. Comprehensive policies are shared with parents, and these cover all aspects of the nursery's operational procedures including, the action staff take if children become ill and the recommended exclusion periods for childhood conditions, such as chicken pox.

Comprehensive systems throughout the nursery safeguard and promote children's welfare and all staff are trained very effectively to recognise any child who may be at risk of harm and take the appropriate action. Children's safety and security is a high priority with staff undertaking regular risk assessments and rigorous daily checks of the indoor and outdoor environments. This ensures that children can play in safe and secure premises. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. All staff undergo an induction programme and their progress is monitored by management through ongoing supervision meetings and more formally with an annual review.

The manager sets very high standards and staff are fully committed to achieving standards of excellence in all areas. This is demonstrated by the support given to all staff to continue further with their professional development, which has led to a highly qualified and skilled team. As a consequence, the staff feel motivated and valued, and demonstrate high levels of enthusiasm to provide highly effective learning experiences for children. Managers and staff regularly evaluate practice. Self-evaluation shows rigorous monitoring of the effectiveness of the setting and feedback from parents and staff help to drive further improvement. Priorities for future development are precise and well targeted and ongoing in a desire to maintain the highest standards. The staff team consistently strive for excellence through careful reviewing and action planning.

Parent partnerships are high on the agenda. Parents are invited to regular events, such as parent forums, committee meetings and stay and play sessions. These are held at the nursery at different times and on different days to provide opportunities for parents or grandparents to attend and share in their children's learning and experiences at nursery. Social events are included in the nursery calendar to encourage parent participation and engagement. Events include a Father's Day barbeque and afternoon tea sessions. Information is consistently shared with parents about issues within the nursery or childhood illnesses through newsletters and email. Older children take turns to take home 'Mustard the Bear' and use his notebook to record their experiences and his adventures. This promotes children's personal, social and emotional development as they care for their 'friend' and enhances the excellent partnership working with the parents. Parents give high praise for the nursery and the staff and describe how they are encouraged to be involved in their child's learning. They explain how the staff support the family and discuss

the care and nurturing environment that the children are part of.

Sharing information about children's interests and individual needs during pre-enrolment visits, prior to starting at the setting, ensures staff can build on what children already know and can do. Parents are fully involved in the children's baseline assessments to identify starting points. There is a daily verbal two-way exchange of information between parents and staff to ensure each child's needs are identified and met. Parents add to their children's development records by completing achievement leaves which are added to the tree of achievements displayed in each room. This demonstrates they are fully engaged in their children's learning.

The setting is highly committed to working in partnership with other providers and community groups to ensure that all children receive the support they need and are given enhanced learning opportunities. For example, meetings with school teachers ensure that information about the children's learning and development is shared. This successfully supports children's transition into school.

### **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
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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 action. 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>	EY419408
<b>Local authority</b>	Trafford
<b>Inspection number</b>	918334
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	130
<b>Name of provider</b>	Kids Planet Day Nurseries Limited
<b>Date of previous inspection</b>	15/11/2011
<b>Telephone number</b>	01925753448

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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, which are usually the childminder's 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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