

Planet Kids Day Nursery

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

Inspection date

01/07/2013

Previous inspection date

09/11/2012

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 show they feel safe and secure because they have secure bonds with their key person and other staff.
- Children demonstrate they are developing good independence skills, preparing them well for the next stage of their learning.
- Staff have a good knowledge of the children and the Early Years Foundation Stage. They use this to support and challenge the children so that they make good progress in their learning and development.
- Partnerships are well established and make a strong contribution to children's learning and well-being. This includes those with parents and those with other providers and professionals.

It is not yet outstanding because

- Staff do not always use questions that maximise opportunities for children to extend their thinking skills.

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 carried out observations of the children's interactions with staff throughout the inspection.
- The inspector spoke with the manager, staff and children throughout the inspection. The inspector also spoke with parents and the provider.
- The inspector carried out a joint observation with the manager in the pre-school room.
- The inspector looked at documentation. These included children's records, policies and staff files.

Inspector

Sandra Harwood

Full Report

Information about the setting

Planet Kids Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached two storey building in the Broadway area of St. Helens and is managed by a private individual. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is a fully enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these all hold appropriate early years qualifications at level 2 through to level 6.

The nursery opens Monday to Friday, all year round from 7.30am until 6 pm. Children attend for a variety of sessions. There are currently 103 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- encourage and extend children's thinking skills, for example, by increasing the range of open-ended questions that staff ask children.

Inspection judgements

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

An interesting, well equipped and welcoming environment offers a level of challenge that interests and engages children. Consistent accurate observations, assessment and tracking of children's progress, enable staff to plan and provide a range of activities and experiences to meet children's needs.

Staff across the rooms arrange and use the resources effectively to ensure children have opportunities to explore and discover. In the baby room, space is designed to stimulate their senses and encourage exploration, these include soft cushions and interesting hangings. Staff in the baby room support and develop babies' communication well. For example, as they look at their reflection and laugh when they recognise themselves, staff respond using facial expressions and a voice that shows interest. Staff say 'can you see' as she uses their names; they smile and encourage the conversation to continue. Staff and babies take turns using expressions, sounds and gestures to mirror each other, mimicking the two-way flow of 'conversation'. Building on children's interest in superheroes, staff in the pre-school room develop a display with words children use as they become their heroes. Outside children develop their imagination as they use the resources to extend

their play and become a superhero. Staff supervise and support the children as they use the rope to help them climb up the 'mountain' of steps on the climbing frame in their game.

Older children's mathematical skills are developing as staff engage them in counting, they display their knowledge as they count backwards then shout 'lift off'. Staff use puppets to help children recognise numbers, they model thinking as they pretend the puppet does not know the number, and ask the children to help as they count the people to link with the number. Toddlers learn about size and shape as they use a variety of containers for filling and pouring water. They have opportunities to practise using a range of tools, such as, scissors and cutters as they use the chocolate play dough.

Staff across the age range have a good understanding of how children learn. They skilfully adapt activities to extend children's learning and a running commentary supports children's language development. However, staff do not always make best use of questions to further encourage and extend children's thinking skills. Children in the toddler room sit in the comfy book area as they invite visitors to read with them. Children read the story as they follow the word and confidently describe the feely book and talk about the story. This supports them in readiness for their next stages in learning and eventual readiness for school. Pre-school children enjoy the fun Spanish lessons and this, along with positive visual images of children and families with a range of disabilities and backgrounds, supports their growing understanding of the world around them.

Gradual settling-in arrangements and comprehensive information gathered from parents supports a smooth transition into the setting. This enables the key person to ensure consistency of care, supporting children's individual needs and challenging their learning from the start. Daily exchanges of information both written and verbal, along with ideas to do at home continue to support parents involvement in their children's learning. The progress check at age two has been completed for all relevant children. Parents are involved in the process and any concerns are shared and acted on. This means any concerns are discussed to ensure that children's learning needs are fully met.

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

All children including babies show a strong sense of security and belonging within the setting. This is because children form close bonds and secure emotional attachments to their key person. Children's self-esteem and confidence is well supported through praise and encouragement. Babies are made to feel secure through cuddles and good eye contact and gentle reassurance. Photographs throughout the setting of children involved in activities help promote self-awareness. Toddlers are supported as they play alongside their peers to develop their social skills, such as, sharing and taking turns. Older children invite their friends and staff to join in their play, this demonstrates that they feel safe and secure in setting. Children confidently seek staff out for help when needed. They have a positive approach to new experiences, as well as following organised routines that build confidence.

New children and parents spend time in the nursery and meet the staff and children as

they become accustomed to their new surroundings. The staff work with parents to ensure that they are happy and ready to leave their children. This means that children's emotional well-being is assured as they make the transition from home to the nursery. Transitions within the nursery ensure that children's individual needs are met as they exchange information with parents and the new key person. Staff support the children in developing good behaviour across the setting as they role model good manners and set clear boundaries for expected behaviour.

Children learn to take risks as they use a range of wheeled toys, climb and balance outside. They learn to be safe as staff give explanations or ask children why? For example, they ask the children why they have to walk down the stairs carefully and the children confidently inform staff that it is 'so we don't fall'. Staff support babies and very young children's understanding of keeping safe with gentle encouragement as they explain, to sit still while eating 'because we don't want to choke'.

Children show an understanding about healthy lifestyles as they follow appropriate hygiene routines independently. They have freshly prepared healthy snacks and meals and talk with staff about how they are good for you. Good information obtained through the settling in procedures ensures any allergies are addressed, and the cook and staff are fully aware of children's specific needs. They enjoy opportunities to engage in physical activities outside. Babies and very young children indicate their needs are met through being settled. They are confident to express their needs and staff have established good hygiene routines, such as, washing hands before eating. A suitable amount of staff hold first aid qualifications to ensure that appropriate action can be taken in the event of an accident. Children show growing concentration and cooperation as they use large tubes to suck and blow water. They watch intently as the water moves in and out of the tube. Other children use a range of watering cans to proudly water the carrots and parsnips they are growing and comment on their size.

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

Children are safeguarded by the careful recruitment and vetting procedures, including the induction of new staff and students. Clear policies and procedures demonstrate the setting's commitment towards the welfare of children in the setting. This includes a policy regarding the use of cameras and mobile phones and social networking. Staff are aware of the procedures to follow with regards to recording and reporting any concerns relating to children's welfare and safety. Supervision of all children is good within the indoor and outdoor areas and staff work well together to ensure children are safe and ratios of adults to children are maintained.

The inspection took place following notification of an incident in the baby room. Observations in the baby room and discussions with the new room leader and regular staff show that they are attentive and understand the need for continuous supervision to ensure babies safety. New forms for the recording of incidents are now in place and all adult-led activities, such as, gluing, are now carried out on a one to one basis to better supervise children. Risk assessments for set activities are now incorporated into the

planning. As a result, sequins and glitter are no longer used in the baby room, to ensure babies remain safe and only have access to appropriate items. Staff have recently attended training for working with children aged from birth to three years, to update their knowledge.

Self-evaluation takes into account the views of staff, parents and children along with other interested parties. It is effective in identifying strengths and weaknesses of the provision and make good use of findings from other quality checks, such as from the local authority. As a result, management are able to demonstrate how they have made improvements to the provision. The manager accurately monitors the progress and well-being of children and the teaching and learning. Routine monitoring of activities is successful in identifying areas for development to support children's achievements over time. Staff performance is monitored through an effective programme of supervision, appraisal, team meetings and ongoing training. Staff share their new knowledge and skills and implement them into their practice to continually move the provision forward.

Partnerships are well established and make a strong contribution to children's learning and well-being. The setting has a positive relationship with parents. Regular exchanges of information with them provide them with information on how well their children are progressing in their learning and development. Parents spoken to on the day speak highly of the staff, support and advice they receive. Links with local schools and exchange of information, support children as they move on to school. Staff identify children's need for additional support as early as possible; they share information with colleagues, parents and where appropriate, with external agencies to ensure that each child gets the support they need.

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 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

Unique reference number	EY335615
Local authority	St. Helens
Inspection number	911953
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	103
Name of provider	Andrew Mikhail
Date of previous inspection	09/11/2012
Telephone number	01744 754 555

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

