

Kids Planet

Brook House, Wharf Road, SALE, M33 2AF

Inspection date

Previous inspection date

28/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- The staff team's thorough understanding of children's individual needs enhances their care, learning and development exceptionally well, through a balance of child-initiated and adult-led activities.
- An extensive range of innovative, stimulating resources and activities are available in the indoor and outdoor environments. These are stored at low level enabling children to choose what they would like to play with which encourages independent choice and decision making skills.
- Children's vocabulary and communication skills are enhanced skilfully by staff during play activities and daily routines. Staff, demonstrate an extensive knowledge of how language evolves and all staff are proficient in the use of sign language.
- 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.
- Children are cared for in an extremely safe and secure environment where highly effective risk assessments ensure their ongoing health and safety.
- 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.

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 across the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the nursery and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Karen Armstrong

Full report

Information about the setting

Kids Planet was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Sale area of Trafford, close to the Metro link tram station. It is one of 10 nurseries owned and managed by Kids Planet Day Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from four playrooms and a sensory room and there is a fully enclosed area available for outdoor play. The nursery currently employs 12 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3. The nominated person, who is one of the company directors, has Early Years Professional Status, and another company director has Qualified Teacher Status in Early Years education. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. There are currently 48 children on roll. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- develop further the already established links with the local schools to support the effective transition for both the child and their families to the next setting.

Inspection judgements

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

Staff demonstrate an extremely secure knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Highly effective procedures are in operation to ensure that staff can meet the individual needs of children in all areas of learning, which provides them with a solid foundation for their future learning. Children have access to an extensive selection of activities and resources which effectively encompasses the indoor and outdoor learning environments. Children's learning is supported and extended by the experienced staff team through discussions and open-ended questioning. These challenge and stimulate children's individual learning extremely well and support them to progress to their next stage, in readiness for school. The nursery environment has been extremely thoughtfully set out into different sections. As a result, all areas of the indoor and outdoor environments are enjoyed extensively by the children. Resources are stored at low level enabling children to select independently which enhances their decision making skills. Children benefit from a highly effective balance of child-initiated and adult-led learning opportunities. For example, the older children presently have a love of superheroes where they use the outdoor tepee as the superhero headquarters. Staff, extend the children's

learning by planning 'Soup' heroes activities. This involves them in making and enjoying fresh soup. Staff then link their experiences to a planned 'superhero' charity day for a local hospice.

The staff team demonstrate an excellent understanding of how young children learn through play and use their individualised observations to plan effectively for each child's next stage of learning. A national guidance document is used by staff in their practice to competently assess children's progress and to help them identify the next steps in their learning. Initial activities are planned using this baseline assessment and from information obtained from parents on 'All about me' forms. This enables staff to understand what children enjoy and their current capabilities. From the start of a child's placement parents are highly involved in their children's learning, including the completion of the progress check at age two. This shared partnership between the nursery and parents enhances children's development exceptionally well. For example, parents and staff work together to support children's behaviour. They follow consistent strategies to promote appropriate behaviour and encourage social skills. Parents are extremely complimentary on how the ongoing support from staff has encouraged and supported their children's progress in this area. The regular and extensive evaluation of children's progress ensures that children's learning is promoted at a level individual to their age and stage of development. Any additional learning needs are identified quickly and support is put in place to ensure the child's individual needs are met.

Staff very positively support and enhance children's personal, emotional and social development. Consequently, children demonstrate very good levels of self-esteem and confidence. Children receive ongoing praise and encouragement as they attempt new tasks or achieve a new milestone. Their language and communication is skilfully extended by staff as they introduce extensive new vocabulary. For example, when children are preparing for lunch staff, discuss with them the menu for the day. They talk about the different ingredients and where they come from around the world. Children enjoy listening to stories. Children also enjoy singing songs and rhymes and enthusiastically join in with staff. For example, they listen to a story about a tiger and talk enthusiastically about different emotions. Many of the older children adeptly practise their balancing skills on wooden posts while a few seek support and encouragement from staff. Children's early writing and mark making skills are extensively supported in the indoor and outdoor areas. An immense range of items to make marks with are made available including chunky and slim crayons and chinks, pencils and paints. Staff show an excellent awareness of how to encourage all children's mark making including the use of information and communication technology. Staff provide activities at easels and at tables as well as large outdoor easels. In the baby room staff ensure that large paper is secured on the floor. This allows children to make large sweeping movements as they paint or chalk. There are numerous examples of print around the setting both in English and other languages. This shows children print in meaningful situations, such as word labels on toy boxes, name cards and displays with lower case lettering.

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

A highly effective, well-established key person system helps children form strong emotional attachments with staff. Children benefit from the extremely close, nurturing relationships that they have formed with their key person and the staff team. This enables them to feel safe and content as they settle into the nursery environment. It also supports their emotional security in preparation for the next stage in their learning. The caring staff team demonstrate an outstanding passion and enthusiasm for providing high quality care and innovative, enjoyable learning experiences.

Safety is given an extremely high priority by the staff team. A comprehensive risk assessment system which is audited regularly is in place to ensure that children are cared for in a safe environment. The indoor and outdoor areas are thoroughly risk assessed every day to ensure children's ongoing safety and well-being. Activities are assessed and staff look out for any potential risks and how to minimise them. Children learn how to keep themselves safe with the exceptional support from staff team. For example, staff planned a recent activity where the children were involved in risk assessing their environment. Children were able to take photographs, which has further supported their understanding about risks. They behave exceptionally well, learning the expectations regarding behaviour through the gentle reminders from staff. Children are supported to develop key skills, such as sharing and turn taking. For example, when there is a disagreement over a paint roller a member of staff reinforces the importance of sharing and taking turns.

Stringent hygiene routines are in place to protect children from cross infection. Children are supported to manage their own hygiene and personal needs with encouragement and support from staff. In the rooms and bathrooms there are time lines to give children visual reminders on washing hands, blowing their own nose and brushing their teeth. The setting supports children to develop an understanding of the importance of healthy lifestyles by providing daily opportunities for physical exercise, fresh air and a healthy diet. Children enjoy a healthy, well-balanced selection of meals and snacks and these are in line with individual dietary requirements. They enjoy making their own healthy snacks by preparing their own sandwich at high tea and choosing and preparing fruit which is accessible throughout the day. This activity extends children's language skills as they have choices over what they would like to eat and learn the names of the different fruits. Children's independent skills are fully promoted at meal times as they have opportunities to pour their own drinks and serve their own lunches. The outdoor area provides an extensive variety of innovative play experiences which exceptionally incorporate all areas of learning. A broad selection of physical activities promotes children's large muscle skills, such as, the scooters, tricycles, sit and ride toys, tunnels, hills and large hoops. Children also enjoy growing tomatoes, learning about how to care for these and what they need to survive. These activities promote children's understanding of where food is from and the process of growing and eating their own food, enhancing their understanding of the world.

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

The nursery implements comprehensive systems to ensure children's safeguarding needs are met. For example, the majority of the staff team hold a current first-aid certificate and

a record of all visitors to the setting is in place. All staff demonstrate a thorough awareness and understanding about the procedures to follow should they have any child protection concerns. Extensive safeguarding policies and procedures are in place and these are shared with parents to ensure that they are aware of the nursery's responsibilities regarding child protection. For example, parents are reminded not to allow any unknown person access into or to use their mobile phones in the nursery. Visitors are requested to read and sign to show their understanding of the safeguarding policy at the setting. A range of comprehensive policies and procedures are in place to underpin their excellent practice to ensure that children are safe and secure in the setting. These are reviewed regularly to ensure that they continue to meet the statutory requirements and children's needs. Robust recruitment and vetting procedures are in place to check the initial and ongoing suitability of all staff employed at the setting. This ensures children's welfare and well-being is effectively safeguarded.

The staff team demonstrates a very positive attitude towards the ongoing development of the nursery and work extremely closely to continually enhance the setting. This is reflected in their self-evaluation files and their extensive planning documentation. There is a shared ethos and commitment to provide high quality childcare. For example, staff continually review and assess the learning environment, introducing new initiatives to enhance children's learning and well-being further. Effective induction and supervision encourages staff to continue to enhance their professional development by accessing additional training opportunities. Staff are passionate about their work and demonstrate an inspirational approach towards their role with the children. They actively seek training that will support the needs of the children attending the setting, such as training on 'listening to the child's voice'. This has supported staff to develop ways to seek further the views of the children in the setting. For example, children are consulted about the range of activities available. This enables staff to plan activities to meet the children's needs even more effectively. The nursery uses self-evaluation extremely well, including seeking the views of parents and carers. The whole staff team are dedicated to enriching the learning experiences of the children attending. The management team have created additional responsibilities for staff in areas that they have shown an interest in. These new roles have been positively embraced by staff and their dedication and innovations have really enhanced the nursery. There are a number of areas worthy of dissemination to other providers, such as the inspiring outdoor area and the exciting development of the science club. Staff who have an additional role regularly reflect on how new ideas and experiences are enhancing children's care, learning and development.

Highly effective partnerships with parents and partnerships with other agencies have a significant impact on children's well-being. Comprehensive 'All about me' forms are used to record children's care needs, daily routines, current stage of development and interests. Information from these extensive forms and discussions with parents during the valuable settling-in sessions enable staff to be fully aware of all aspects of children's individual needs. Planning is extensive and enables staff to nurture and encourage each child's individual learning requirements. Comments from parents during the inspection are highly complimentary and really highlight the value parents place on the setting. These include the 'environment and staff are brilliant, I feel very secure about the care of my child' and 'all space is considered both indoors and outdoors, fantastic security. I know my little girl is safe'. There are extensive arrangements for multi-agency work to ensure children's

individual needs are comprehensively met. For example, the setting works closely with health visitors, physiotherapists and speech and language therapists to support children's individual needs. Valuable initial links have been made with schools that children will be moving onto. The nursery is also planning visits to schools with children and inviting nursery and Reception staff to the setting to tell stories and create opportunities to build further links. This will support the next step in children's learning for both the children and their families.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY472451
Local authority	Trafford
Inspection number	942156
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	48
Name of provider	Kids Planet Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	07970 757783

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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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Piccadilly Gate
Store St
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M1 2WD

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