

## Inspection date

22 June 2015

Previous inspection date

15 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching and learning is consistently outstanding. Staff have very high expectations of themselves and extremely high aspirations for all children.
- Staff are well qualified, experienced and highly skilled. They have an excellent understanding of the Early Years Foundation Stage and use this knowledge exceedingly well. Consequently, all children achieve the very best they possibly can in their learning and development.
- Children are safeguarded exceedingly well. Recruitment procedures are robust and ensure that all staff are highly skilled and suitable for their role. Staff carry out regular checks of the environment and individual activities to ensure that children's safety remains the utmost priority.
- The manager is inspirational. Her drive to motivate and lead staff towards excellence is first class. A targeted and rigorous approach to self-evaluation ensures the setting is consistently improving learning outcomes for children.
- The management team and staff work exceptionally well together. As a result, the meticulous organisation of the setting is excellent.
- The management team and staff have implemented routines that are highly effective. This promotes children's emotional and social development and their independence exceedingly well.
- The setting has a cook who provides a well-balanced menu, which ensures that children enjoy nutritious meals and healthy snacks each day. This promotes children's understanding of making healthy choices in life exceptionally well.

## What the setting needs to do to improve further

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

- enhance the already excellent range of natural resources for younger children so there are even more opportunities to promote their curiosity and exploratory play.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector toured the premises and held meetings with the manager throughout the inspection.
- The inspector observed activities in the indoor and outside learning environments and spoke with staff and children.
- The inspector conducted three joint observations of children's activities with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's self-evaluation and improvement plans.
- The inspector viewed a range of policies and procedures and looked at children's assessment records and planning documentation.

### Inspector

Janet Weston

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children are highly motivated. They are confident learners, who are making rapid progress in their learning and development. Staff provide a superb balance of adult-led and child-initiated activities. These are highly challenging and stimulating for children. For example, pre-school children's interests are followed when they choose to take part in yoga. Staff skilfully involve children in expressing their emotions. They encourage children to move in different ways to reflect brave, kind and friendly. Staff extend this further by posing challenging questions, such as, 'can you copy the pigeon position?' Children then discuss why they resemble a pigeon. Staff have accessed training that underpins their knowledge relating to supporting and enhancing children's language development. This successfully engages children in practising their language skills. For example, when babies try to say a word, staff repeat it back so they can hear the word clearly. Furthermore, toddlers describe how the giant land snails move across the table. Children explain what is happening and anticipate what might happen next. As a result, children's language development is consistently extremely well promoted.

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

The key-person system is highly effective. Children flourish as they form close bonds and secure emotional attachments with the staff. They arrive with enthusiasm and are self-assured, settling in extremely well. Children are energetic and confident. They eagerly explore their environment to play with the superb range of resources available. However, there is scope to extend the natural resources available to babies to further enhance their exploratory experiences. Toddlers effectively manage their own needs, such as pouring their own water and helping prepare their healthy snacks. Furthermore, pre-school children learn about dental health and physical activity. They are encouraged to climb and balance on the range of activities outdoors. As a result, children's physical and emotional well-being is superbly catered for. Staff are excellent role models of behaviour, saying please and thank you and modelling sharing. Consequently, children play cooperatively together and their behaviour is excellent. This prepares children extremely well for the next stage in their learning, including their move on to school.

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

The manager has meticulous procedures in place to ensure she has a clear overview of children's progress. Robust observations and assessments are used to accurately identify children's skills, knowledge and abilities, and any gaps in children's learning. There is a rigorous programme of staff support and training to monitor performance and identify and address areas to develop. This results in consistent outstanding practice across the setting. Staff give high priority to working in partnership with parents, local schools and other professionals. This provides children with first-class continuity in their care and well-being. As a result, all children make rapid progress from their starting points towards the early learning goals.

## Setting details

<b>Unique reference number</b>	EY437225
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	853826
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	153
<b>Name of provider</b>	Kids Planet Day Nurseries Limited
<b>Date of previous inspection</b>	15 May 2012
<b>Telephone number</b>	01270505686

Kids Planet was registered in 2011. It is owned by Kids Planet Day Nurseries Limited. The setting employs 23 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional Status. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting provides early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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