

Kids Planet - Beamont

Beamont Community Junior School, O'Leary Street, WARRINGTON, WA2 7RQ



Inspection date

1 July 2015

Previous inspection date

10 February 2010

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|--|-------------------------|--------------------|----------|
| | 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. Staff are highly skilled at extending and challenging children's learning. They use their expert knowledge to plan a rich and varied range of experiences that inspire children to investigate and explore.
- Children's individual needs are exceptionally well met. Staff work very closely with parents and other professionals to identify, plan and evaluate children's next steps in learning. This enables all children, including those with special educational needs and/or disabilities, to make very rapid progress in their learning.
- Staff use a range of highly effective teaching strategies to promote children's early language and communication skills. They support children to develop their physical skills and provide a nurturing environment that fosters children's emotional development.
- Children's independence is promoted extremely well throughout the setting. Children are confident learners and display high levels of self-control during activities. This equips children with the skills to actively make their own choices and guide their learning.
- Staff have an excellent understanding of the setting's safeguarding policies and procedures. The manager and provider place the utmost priority on the safety and well-being of children in their care. Staff have regular opportunities to increase and refresh their knowledge through robust training programmes.
- Leadership is inspirational. The manager and provider are fully committed to maintaining the highest levels of quality for children and families. Action plans and improvements are sharply focused and successfully enhance all areas of the provision.

What the setting needs to do to improve further

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

- consider extending the existing partnerships with schools and other settings to further promote highly effective transitions for children.

Inspection activities

- The inspector observed activities in the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the provider and manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation and improvement plans.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection.

Inspector

Nadine McCarthy

Inspection findings

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

Staff provide children with a wealth of exciting activities, both indoors and outdoors, that support and challenge their learning. Assessment is rigorous and staff quickly identify any gaps in children's learning. The highly qualified and experienced staff team use a range of effective strategies to extend children's learning and critical thinking skills. For example, older children are encouraged to think about the process involved in making play dough and the ingredients needed. They are asked to consider what might happen if too much flour or water is added. Young children rapidly develop their communication and language skills. Staff fully involve babies in song and rhyme sessions and skilfully model simple language. Children make excellent progress in their learning because activities are tailored to meet their individual needs and learning styles. Staff place a strong focus on developing children's phonics and literacy skills, and provide daily letters and sounds activities.

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

Children are provided with a highly stimulating environment and access a wide range of resources independently. Staff display high expectations of the children in their care and effectively support their self-help skills. For example, children in the toddler room skilfully use tongs to help themselves to salad at lunchtime. Children form close attachments with adults. They are supported emotionally by the caring and warm staff. Key staff establish secure partnerships with parents and work alongside them to assess children's development when they first start. As a result, children's needs are very well catered for and they settle very quickly. Staff plan effectively for transitions within the setting and prepare children extremely well for their next stage in learning. The manager has established excellent partnerships with local schools. She has identified this as an area for improvement. She is considering ways in which these partnerships could be extended in order to provide seamless transitions for children.

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

The manager and provider have an excellent understanding of the Early Years Foundation Stage. They routinely evaluate policies, procedures and practice to ensure that they deliver the highest standards of care and learning. The manager meticulously identifies specific improvements, for rooms and individual staff. A targeted programme of professional development supports the already well-qualified staff team to further their knowledge and existing qualifications. High-quality supervisions and peer observations help to identify any training needs and successfully monitor the quality of teaching. Staff attend regular training to enhance their already expert knowledge and practice. This has had a positive impact on the well-being and progress of individual children. For example, the special educational needs coordinator has recently completed portage training to help support children's individual needs. Parents spoken to on the day of inspection commented on how staff regularly share their expertise and good practice in order to maximise children's learning at home.

Setting details

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|------------------------------------|-----------------------------------|
| Unique reference number | EY397450 |
| Local authority | Warrington |
| Inspection number | 859884 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 39 |
| Number of children on roll | 75 |
| Name of provider | Kids Planet Day Nurseries Limited |
| Date of previous inspection | 10 February 2010 |
| Telephone number | 01925 630 879 |

Kids Planet - Beamont was registered in 2009. The setting employs 16 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, two hold level 2, three hold level 6 and two hold Early Years Professional status. The setting is open Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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