

Kiddy Planet Nursery

Room 23, Melbourne Centre, Melbourne Road, Leicester, LE2 0GU



Inspection date	8 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Well-qualified staff demonstrate secure knowledge of how children learn. They regularly observe and assess children's development and identify appropriate next steps for their learning. Children make good progress from their starting points.
- Staff are skilled at supporting children's language development. All children speak English as an additional language and staff effectively extend children's speaking skills through purposeful conversations. As a result, children quickly start to understand and speak English.
- The manager and staff team are committed to developing their good teaching skills. They attend a variety of training events and use the knowledge they gain to evaluate their practice and identify areas for improvement.
- Partnerships with parents are excellent. Parents comment on the progress their children have made, specifically their English speaking and social skills. They feel welcome at the nursery and praise the friendly and fun staff team. They are kept well informed about their child's progress and are given support to continue their child's learning at home.

It is not yet outstanding because:

- Staff do not have enough opportunities to share best practice across the setting so that all staff use the most effective methods during child-initiated play to accelerate children's learning.
- Assessment information is not used precisely to analyse the progress made by different groups of children.

What the setting needs to do to improve further

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

- provide more opportunities for staff to share good practice so that children consistently receive the best quality learning experiences and are able to make more rapid progress
- identify any difference in progress made by different groups of children and use this information to ensure all groups make the best possible progress in all areas of learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, action plans, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is good

The manager is committed to driving the nursery forward. She is proactive in her approach and seeks ongoing support from the local authority to ensure standards are consistently rising. In addition, she evaluates the nursery using the views of staff, children, parents and other early years professionals. Staff attend regular supervision sessions and evaluate their practice with the manager. There is a varied programme of professional development focused on raising the quality of teaching to an even higher level. Safeguarding is effective. Staff are knowledgeable about child protection issues. They receive regular updates and training in this area. This means that children's welfare is well promoted.

Quality of teaching, learning and assessment is good

The environment is well set out and provides children with activities that cover all areas of learning. In particular, there are lots of resources for children to develop their mathematical skills. Furthermore, staff are skilful at questioning children and introducing mathematical language into play. For example, staff talk about patterns on the zebra, the size of the creatures and how many animals they can find. Staff provide resources and props for imaginative role play to link in with children's interests, such as a fire station and fire equipment. Parents are kept informed of planned activities through displays and regular discussions. Staff also invite parents in for a coffee morning where they participate in activities and see how their children learn. Parents are able to access an online system to check on their children's progress and share their child's achievements from home.

Personal development, behaviour and welfare are good

Staff obtain plenty of information from parents and use this along with settling-in sessions to get to know children. Staff's warm approach helps children to form close relationships with their key person. Staff support children's emerging independence well. Children put on their own coat and shoes, prepare their own snack and even the youngest of children confidently pour their own drink. Children are given plenty of opportunities for fresh air and exercise. They enjoy testing their physical skills as they climb equipment in the garden or ride around on bikes. Children also learn about the effects of exercise on their bodies as they enjoy daily physical activities. This is followed by a quick relaxation routine, where children are encouraged to listen to their breathing and their heart rates. This helps children understand the importance of a healthy lifestyle. Staff are good role models and support children to understand the expectations for behaviour. Children behave well as they know why rules and boundaries are in place.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress. Children's communication and language development is particularly rapid. Children develop a range of mathematical skills, such as problem solving, counting and recognising numbers. They are becoming confident communicators, who interact positively with other children. Children are well prepared for their eventual move to school.

Setting details

Unique reference number	EY490798
Local authority	Leicester City
Inspection number	1023854
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	33
Name of provider	Kiddy Planet Nursery Limited
Date of previous inspection	Not applicable
Telephone number	0116 251 4960

Kiddy Planet Nursery was registered in 2015. It is located in the Highfields area of the City of Leicester. The nursery opens for two sessions each weekday, from 8.30am to 11.30am and 12 noon to 3pm. It has links with an independent school which is situated in the same premises. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children for whom English is an additional language.

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