

Planet Kids Day Nursery

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



Inspection date

25 October 2016

Previous inspection date

1 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff work well with parents and involve them in their children's learning. They talk to parents daily to exchange information about children's progress and well-being. This helps to promote continuity in children's care and learning.
- Staff manage children's behaviour effectively by using praise to encourage children to behave in positive ways. They remind children of the importance of being kind to each other, encourage them to share resources and wait their turn.
- Staff work well with other professionals. They liaise with local schools to support children when they move on to school. They collaborate with other agencies to support children who have special educational needs or disabilities. Focused plans are devised and reviewed to ensure children make the best possible progress.
- The manager accurately evaluates the provision. Staff continually reflect on their practice to further promote the outcomes for children. Parents' and children's views are gathered. This helps to identify what is working well and any areas that are in need of further development at the nursery.

It is not yet outstanding because:

- There are few opportunities to help children to learn about the natural world around them.
- Although staff regularly observe children and their achievements, the relatively new systems to improve the accuracy of assessment and monitoring of children's progress are not yet fully embedded.

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 children to use their skills and enhance their learning and understanding of the natural world around them
- embed and review the impact of recent changes that have been made to systems for assessment and monitoring, in order to have a clearer overview of children's progress and, therefore, be able to precisely target teaching at raising the levels of children's attainment even higher.

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.
- The inspector looked at relevant documentation, including the nursery's action plans and evidence of the suitability of staff working at the nursery.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector carried out a tour of the nursery.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff place high priority on children's safety at all times. Suitability checks are completed for staff before they have contact with children. Robust security procedures are in place and continually carried out. For example, there are external intercoms, sufficient locks on doors and personal passwords to collect children. Arrangements for safeguarding are effective. The manager and the staff have a good knowledge of procedures to take should they have any concerns about children's welfare. The manager uses supervision sessions well. This includes discussing the quality of staff practice that has been observed and identifying staff training needs.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a good knowledge of child development. They plan a variety of appropriate activities according to children's interests and the next stage of their learning. Staff support children's physical skills well. For example, babies express their delight as they are encouraged to stand unaided, and with support, toddlers master climbing up steps. Older children are developing good literacy skills. They concentrate when listening to stories, recognise their names on cards when they arrive and learn about the sounds letters make. Staff deploy themselves effectively to support children's learning as they play. Children sing action rhymes and attempt new words when looking at picture books. This extends younger children's vocabulary and communication and language skills.

Personal development, behaviour and welfare are good

A good range of information from parents is collected when children first start, such as their interests, likes, dislikes and development. This helps children to build warm, strong relationships with staff and they settle well. Staff help increase children's self-belief and assurance as they celebrate children's achievements on a Wow board. Children's work is on display and staff constantly listen to what children have to say. Staff encourage children's independence. For example, at lunchtime older children serve their own food and pour their own drinks. Staff teach children good personal care routines, such as washing their hands and blowing their nose. Children carry out activities to taste and cut different fruits. This promotes children's awareness of leading a healthy lifestyle. Furthermore, it gives children the opportunity to learn how to manage their own risks and handle sharp tools correctly, such as knives.

Outcomes for children are good

Children discover that learning is fun in the well resourced and interesting environment. They are sociable, polite and openly express their love and enjoyment at the nursery. This motivates children to learn, extends their concentration and they are highly engaged. Children learn to count, match and distinguish differences in colour, shape and amounts. All children, including those who are in receipt of additional funding, are making good progress. Children acquire skills that prepare them in readiness for school.

Setting details

Unique reference number	EY335615
Local authority	St. Helens
Inspection number	1064880
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	68
Number of children on roll	101
Name of registered person	Planet Kids Private Day Nursery Limited
Registered person unique reference number	RP535433
Date of previous inspection	1 July 2013
Telephone number	01744 754 555

Planet Kids Day Nursery was registered in 2006. It is in the Broadway area of St. Helens. The nursery employs 18 members of childcare staff. Of these 17 hold appropriate early years qualifications between level 3 and level 6. The nursery operates Monday to Friday, all year round from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2016

