

# Kids Planet Greenbank

57a Greenbank Road, Liverpool L18 1HG



<b>Inspection date</b>	12 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- Partnerships with parents and other professionals involved in children's learning are strong. Staff recognise and deal swiftly with any emerging learning needs of individual children. Systems for sharing information with parents about their children's progress are robustly implemented. This supports parents to continue their child's learning at home.
- A strong emphasis is placed on helping children to lead a healthy lifestyle. Staff work tirelessly to support and educate children and their families about the benefits of healthy eating, good dental routines and staying safe. This helps children to adopt positive attitudes to self-care and promotes their all-round well-being and welfare.
- Overall, teaching is good. Some teaching, particularly in the Ladybird room, is better than good. Staff's purposeful guidance and constant praise and encouragement supports children's confidence and independence well. Children are keen and active learners who demonstrate high levels of self-confidence and self-esteem.
- Children enthusiastically explore the vibrant and thoughtfully planned learning environments, indoors and outdoors. Children have many exciting opportunities outdoors to practise their physical skills, test out their ideas and explore the natural world.
- Staff observe children regularly and make precise assessments of children's learning. Robust monitoring of the educational programmes ensure children make consistently good progress from their starting points.

### It is not yet outstanding because:

- At times, staff miss opportunities to extend children's social, emotional and communication skills during some activities and routine times of the day.
- Staff do not fully consider the unique and different way in which some children prefer to learn to sharply focus activities and help children make even better progress.

## What the setting needs to do to improve further

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

- extend opportunities to promote children's social, emotional and communication skills during activities and routine times of the day
- consider in more detail the unique and different ways in which some children prefer to learn, to shape activities and enhance individual learning plans even further to help children make optimum progress.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The lead inspector completed a joint observation with the nursery manager and discussed this with her.
- The inspectors held a meeting with the provider, area manager, manager and early years foundation stage lead. They looked at relevant documents and checked evidence of the suitability of staff.
- The inspectors spoke to staff and children throughout the inspection.
- The inspectors spoke to some parents and took account of their views.

### Inspectors

Donna Birch

Karen Cox

## Inspection findings

### Effectiveness of leadership and management is good

Overall, leadership is strong. Staff are supported through targeted reviews and attend various training to help them keep their knowledge up to date. Safeguarding is effective. Staff have a comprehensive knowledge of all reporting procedures. There is a very high awareness around the safety and the protection of children. Suitability arrangements and recruitment arrangements are robust. The strong management and staff team work exceptionally well together. They review and evaluate their practice to make beneficial improvements throughout the nursery. For example, consultations with parents and nutritionists have been used to design and implement their award-winning meals and snacks. Additionally, there are systems in place to further enhance children's achievements in mathematics. Parents comment that they are tremendously happy with the quality of care provided for their children and describe staff and the nursery as 'fantastic'.

### Quality of teaching, learning and assessment is good

Overall, staff role model language well and ask children some purposeful questions as they play. For example, children predict what will happen when they turn on a hair dryer. Babies actively explore using all of their senses. They enjoy the tactile experience of feeling sand run through their fingers and shake and bang musical instruments. Older children have active imaginations and use available resources to support their play. For example, they make potions with water, leaves and herbs. Children develop their literacy skills as they are encouraged by staff to sound out and write their own names. Staff make the most of opportunities to extend children's mathematical skills through play and routines. Children count confidently and discuss concepts, such as the shape and size of different objects.

### Personal development, behaviour and welfare are good

Transitions within the nursery and on to other settings are managed very well. Staff take time at the start of the placement to get to know children and gather valuable information about each child's learning, preferences and routines. Overall, this information is used well. For example, staff make sure children's favourite toys and comfort items are readily available and prepare meals according to children's individual and unique needs. Systems for sharing assessment information with other providers, such as school, support children to be ready for the next stage in their learning. Staff are good role models who provide children with consistent, age-appropriate reminders of acceptable behaviour. Children behave well, develop good social skills and are gaining an understanding of keeping themselves safe. For example, they follow safety instructions when using equipment and hold the handrail when using the stairs.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those in receipt of additional funding, make consistently good progress. Children acquire a wide range of skills that helps them to prepare for the next steps in their learning and school. They work collaboratively together, share, take turns and combine their ideas to further enhance their play.

## Setting details

<b>Unique reference number</b>	EY499365
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10059807
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	128
<b>Number of children on roll</b>	200
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 733 4037

Kids Planet Greenbank registered in 2016. The nursery employs 49 members of childcare staff. Of these, one staff member holds early years practitioner status and one holds qualified teacher status, 39 staff hold appropriate early years qualifications at levels 2 to 6. Seven members of staff are unqualified. The nursery opens Monday to Friday, all year round, with the exception of bank holidays and a period at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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