

Kids Planet Billinge

25 Main Street, Billinge, Wigan WN5 7HR



Inspection date	22 May 2019
Previous inspection date	Not applicable

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

This provision is good

- The management team aspire to be outstanding. They are passionate about providing local children and families with high-quality care and learning experiences. Self-evaluation and reflective practice is used well. This helps to identify areas to focus on and drive forward further improvements.
- Staff adopt the ethos that the environment is the third teacher. As a result, the learning environment is exceptionally well planned. This helps to ignite children's passion for play and exploration. Children are happy, independent and confident learners, who make their own choices. For example, staff facilitate a children's committee and older children democratically make informed decisions.
- Staff complete focused planning and undertake regular assessments of children's development, including the progress check at aged two. Assessments are agreed and shared with parents. All children make typical and good progress.
- Staff place a strong focus on supporting children's physical and emotional health and well-being. For example, physical activities, including yoga, are frequent. Healthy eating, active and energetic play, opportunities for climbing, tummy time for babies and teaching children about the effects that exercise has on their bodies are a regular occurrence.
- Staff are very highly qualified. They use their knowledge and experience generally well to provide activities and experiences that capture children's curiosity and motivate them to learn. However, sometimes staff fail to take account of learning opportunities that arise and fully challenge children's communication and language skills to the highest level.
- Staff use effective methods to involve parents in children's learning. They use a range of interesting methods, such as take-home activity bags and a library system, to help parents to support children's learning at home. However, leaders do not ensure that all parents are fully aware of all policies and procedures. There are occasions where there is a lack of consistency and shared understanding on how to further support children's care needs.

What the setting needs to do to improve further

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

- strengthen communication with all parents, particularly around policies and procedures, and provide a more shared understanding on how to further support children's care and individual needs
- focus teaching more precisely on supporting children's thinking and speaking skills, for example, by asking purposeful and challenging questions that help them to make outstanding rather than typical progress.

Inspection activities

- The inspector had a tour of all areas of the nursery. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider, deputy nursery manager, area manager and quality manager, and held ongoing discussions with them. She carried out an evaluation of teaching with the deputy nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures and children's records, and reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector
Layla Davies

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders have an excellent understanding of child protection policies. They create a culture where all staff work together to protect children's safety. Staff are well trained and know what to do and who to contact, should they have concerns about a child or the conduct of a colleague. For example, staff wear the contact details for the local safeguarding board on their lanyards. Leaders provide ongoing support and a wealth of regular training for staff. Training is provided externally and through the company internal training academy. Staff share their professional expertise with others, for example, through peer-to-peer observations and visiting other settings within the nursery group to share their skills with colleagues.

Quality of teaching, learning and assessment is good

Older children confidently count in rote. One example of this is when they find a spider outdoors and staff encourage them to count eight legs. Children show they have good skills that will help them for early writing in school. They show increasing control and confidence in using a range of tools and equipment. For example, young children make marks in foam using brushes on a large mirror. Older boys skilfully use their finger muscles to snip herbs and scented dough with scissors. Older children use real construction materials. These include bricks and wood. They wear hard hats and high-visibility jackets during animated role play outdoors. Babies delight in sensory play experiences. For example, they explore treasure baskets filled with silver and shiny items, and feel the texture of different materials in a large tray.

Personal development, behaviour and welfare are good

The experienced nursery cook provides excellent and nutritious meals. Leaders have recently reviewed their procedures for accommodating children's dietary requirements. This has helped staff to make sure that meals and snacks are suitable for all children's unique needs and are, overall, reflective of parents' preferences. Children develop empathy for others. For example, they are involved in charity fundraising activities throughout the year. Staff are positive role models and children's behaviour is excellent. Toddlers show good social skills and follow routines. They know what is expected of them. For example, they particularly enjoy a 'chatterbox' session where staff introduce rhymes and props. All children listen with anticipation as their friends have a turn to guess what is in the box.

Outcomes for children are good

Children demonstrate very positive attitudes and are ready for future learning. Even children who are new to the nursery show that they feel safe and secure. For example, new babies snuggle into their key person for cuddles during well-planned but flexible settling-in sessions. Toddler girls are creative and make musical sounds on bamboo pipes and diverse instruments. Early years pupil premium funding is used well. For example, staff identified a gap in the literacy development of boys. Leaders purchased pipettes to provide extra opportunities for older boys to develop their small finger muscles and writing skills. Older children show good dexterity. They squeeze and pinch the pipettes and carefully transfer liquid between test tubes during a colour-mixing experiment.

Setting details

Unique reference number	EY552640
Local authority	St Helens
Inspection number	10107464
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	88
Number of children on roll	202
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Date of previous inspection	Not applicable
Telephone number	01744 893 500

Kids Planet Billinge registered in 2017. The nursery operates from 7.30am until 6.30pm, Monday to Friday, all year round. The nursery employs 32 members of childcare staff. Of these, 26 members of staff hold appropriate early years qualifications at level 3 or above. The nursery provides funded early years education for two-, three- and four-year-old children.

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