

Inspection of Kids Planet Crosby

137 Liverpool Road, Liverpool L23 5TE

Inspection date: 5 October 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Parents have just started to be able to bring their children into the nursery. This follows a long period where, due to the COVID-19 (coronavirus) restrictions, children were dropped off at the front door. Children confidently lead their parents to their group room and happily join their friends for a day of varied activities. Children enjoy using a wide range of natural materials and real-world objects. Staff teach pre-school children to safely use tools, such as knives. Staff have high expectations of what even the youngest children can work out for themselves. Children are encouraged to solve problems and recognise that objects can be used in a variety of ways.

Toddlers and pre-school children have frequent periods when they can play in the large outdoor areas. These outside spaces are organised to support children's learning in all areas of the curriculum. The nursery management and staff place a strong emphasis on supporting children's social and emotional development. Pre-school children enjoy regular yoga sessions and are encouraged to discuss their feelings and any worries they may have. Children of all ages are very well behaved and kind to their friends. Babies are well supported by their room staff and are very settled and happy. They confidently explore and learn new skills.

What does the early years setting do well and what does it need to do better?

- The nursery managers and staff are supported by a local and national leadership team. This ensures, for example, that recruitment processes follow robust guidelines. They have also recently introduced an additional well-being manager to proactively assess staff's well-being and support the nursery to make any adjustments which are required. If parents raise issues with the managers, they reflect on what they have been told and, where appropriate, quickly make changes to improve practice.
- Parents are happy with the nursery. They praise the communication they have with staff both in person and through the online system. One parent commented that photographs of her child, sent through the online system, 'brighten her day'. Parents feel well supported to continue their child's learning at home. One parent described how staff had provided detailed information and resources for her to continue the word sounds work with her child at home. Parents of children with special educational needs and/or disabilities feel very well supported.
- The nursery group has a training academy. Staff can take advantage of a wide range of short training courses and undertake formal qualifications. This has a positive impact on the provision for the children. For example, a staff member has recently completed her special educational needs coordinator training. She feels this has developed her confidence in completing any reviews which are

required for children with additional needs who attend the nursery.

- The children enjoy a wide range of freshly prepared meals. Clear processes are in place to ensure staff are aware of children's dietary needs and preferences. For example, different coloured bowls and table cards with dietary information alert staff to children who need additional support because of their food allergies. Children who miss meals or who struggle with eating are given additional support to eat later. Most rooms have a very pleasant dining experience where staff provide a 'bistro' atmosphere. However, in some rooms, children need to wait for a considerable period of time between courses and become restless.
- Many of the staff know their key children well and can describe how they are supporting them to build on what they know and can do. For example, one child wanted to build a wall. His key person knew he needed more sensory experiences, so she organised for him to build the wall using foam bricks and shaving foam. However, some staff do not have a clear understanding of who their key children are and their next steps in learning. This limits how effectively they can incorporate those children's learning needs into the activities they are providing.
- A wide range of activities are provided. These engage children and support their learning. However, staff are sometimes working to very broad learning intentions set by the management team which are not linked precisely enough to what the children need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a very clear understanding of their individual responsibility to keep children safe and understand what would constitute a safeguarding concern. They readily work as part of a multidisciplinary team to protect children and support the whole family. Staff are reminded of the importance of keeping information confidential. Accidents are reviewed to identify anything that can be changed to protect children. Prescribed medication is only given to children where the required paperwork is in place.

What does the setting need to do to improve?

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

- support staff to develop a deeper understanding of their key children and their learning needs to help them to make progress across the curriculum
- communicate clearly with staff what leaders intend children to learn, and ensure these intentions are linked to what children need to learn next.

Setting details

Unique reference number	EY499370
Local authority	Sefton
Inspection number	10204582
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	187
Number of children on roll	464
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0151 931 3155
Date of previous inspection	19 April 2018

Information about this early years setting

Kids Planet Crosby registered in 2016 and is one of a large number of nurseries run by Kids Planet Day Nurseries Limited. The nursery employs 53 childcare staff. Of these, seven hold appropriate early years qualifications at level 2, 22 hold level 3, one holds level 6 and three hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Rhodes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector observed the quality of education being provided indoors and outside. She assessed the impact these activities had on children's learning. The inspector completed a tour of the nursery with the area manager. She also undertook a learning walk with one of the nursery managers to discuss how the curriculum is planned and implemented.
- One of the nursery managers and the inspector completed two joint observations of adult-led learning activities. They discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector held a meeting with the two nursery managers and the area manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A number of parents and guardians spoke to the inspector during the inspection. The inspector took account of their views.
- Staff and children were spoken to by the inspector during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.

We carried out this inspection 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.

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