

Inspection of Kids Planet Newbold

Windermere Road, CHESTERFIELD, Derbyshire S41 8DU

Inspection date: 28 October 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

From the moment the door is opened, children rush into the building, eager for their learning to begin. Their key person is readily available to welcome them with a cheery smile. Consequently, children immediately show they feel safe, secure and they settle quickly. Children thoroughly enjoy their time at the nursery. Children's language development is supported effectively. The staff have high expectations for them to use a wide range of vocabulary. Babies babble during songs and stories and staff respond with new words and gestures. Toddlers describe textures and patterns as they make play dough, using words, such as bumpy, smooth and sticky. Older children use the mathematical language of size and shape as they roll acorns and pumpkins.

Children of all ages develop good physical skills. For example, babies pull themselves up to standing using the furniture. They manoeuvre around, taking side steps and holding carefully to the furniture, before taking their first steps by themselves. Older children learn about the different ways that they can move their bodies and enjoy daily exercise sessions. Children play cooperatively, take turns and share resources. They know how to keep themselves safe. For example, they take turns on the slide and wait for their friends to move away from the bottom before they have their turn.

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

- The management team are committed to providing high-quality care and learning for all children. They monitor staff practice closely and regularly observe staff to help them further develop their skills. In response to the challenges presented by the COVID-19 pandemic, leaders have adapted the support offered to staff, in order to prioritise their well-being. A 'well-being' manager has been employed within the company to provide staff with additional welfare meetings and access to services to support their mental health.
- The manager has promoted a culture of reflective practice across the staff team. For example, staff continually improve through their individual development plans. In the baby room, a staff member has completed training to offer baby massage.
- Parents comment that they felt supported during the pandemic. For example, staff provided parents with resources and ideas that they could use at home with their children. On their return to nursery, staff planned lots of outdoor learning and visits in the local community that they had been unable to do, due to the pandemic. This supports the children's social skills, health and well-being. In addition, children write letters to children in other nurseries owned by the provider to develop relationships with others beyond their community.
- Staff plan a wide range of exciting play opportunities and resources based on

children's interests. However, they often focus their efforts on providing a well-resourced environment and some staff are not sure what they want children to learn next from the planned activities. This means that, on occasion, children's experiences do not successfully build on their skills and knowledge, to help them make the best possible progress.

- Staff support children with special educational needs and/or disabilities exceptionally well. They access specific training to continually develop their professional skills and improve their practice. The nursery special educational needs and disability coordinator and leadership team liaise closely with outside agencies, such as specialist teachers. They share ideas and strategies to help children make progress. This includes using visual prompts to help children understand and manage the changes in routine.
- Staff promote children's health and well-being and support them to develop increasing independence. For example, younger children are supported to feed themselves, while older children are encouraged to return their plates and cups to the trolley after they have finished their meal. In addition, they put on their shoes and coats ready to go outside. They are developing independence in readiness for their move to school. Staff have recently focused more on oral hygiene and children confidently know the importance of cleaning their teeth.

Safeguarding

The arrangements for safeguarding are effective.

Senior managers and staff demonstrate a shared understanding of their roles and responsibilities in keeping children safe. The management team have a clear understanding of appropriate recruitment procedures to follow to help them in assessing the suitability of any new staff. Staff continue to receive regular training and the manager uses different ways to check their knowledge, such as regular questioning. Staff have a secure understanding of the signs and symptoms of possible abuse and what to do should they have concerns regarding a child's welfare. Robust policies and risk assessments for the premises are in place. This ensures that children are cared for in a safe and secure environment.

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 focus more precisely on what they want children to learn from planned activities, to help all children gain new knowledge and skills.

Setting details

Unique reference number	2538715
Local authority	Derbyshire
Inspection number	10208637
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	60
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01246 238 826
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Newbold registered in 2019. It is situated in Newbold in Chesterfield, Derbyshire. The nursery employs 14 members of staff. Of these, 11 hold appropriate childcare qualifications at level 3, and one holds an appropriate childcare qualification at level 2. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Hopkins

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector carried out a learning walk with the manager to find out about the curriculum in the nursery. She discussed the curriculum in each room with the room leader. At appropriate times during the inspection, the inspector spoke to staff and children.
- The inspector held a meeting with the management team to discuss safeguarding procedures, staff recruitment and nursery development.
- The inspector carried out some joint observations of activities with the manager.
- The inspector reviewed documentation relating to the suitability of staff working in the nursery. She looked at staff qualifications, including the number of staff with a current first-aid qualification, and a sample of policies.
- Parents' views regarding the quality of care and learning their children receive were taken account of by the inspector.

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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