

# Inspection of Kids Planet Preston

17 Tower Lane, Fulwood, Preston, Lancashire PR2 9HP

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Inspection date: 24 February 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children feel safe, happy, and truly flourish in the superbly organised environment. They receive an exemplary standard of care and education. Staff are, without exception, passionate about ensuring that each child reaches their full potential. The unique qualities of each child are embraced and celebrated. Children beam with pride as staff praise every achievement. For example, children successfully serve their own lunch in the enchanting pre-school 'restaurant'. They listen to calming music and sit in small groups, at tables laid with tablecloths, flowers and menus. Staff ask thought provoking questions as they eat lunch with the children, such as 'how do spiders make their webs?' They allow children plenty of time to think and respond. Children benefit from the wealth of exciting activities that are meticulously planned around children's individual interests. Staff's interactions with children are of the highest quality. Consequently, all children are constantly engaged in wonderful learning opportunities and make excellent progress in all areas of their learning and development.

Children's health and well-being are at the heart of this vibrant setting. Children take part in yoga sessions which help them to develop techniques that may help with regulating their emotions. Children's behaviour is excellent. They take pride in meeting the high expectations that staff have of them. This contributes to the calm, purposeful feel of the nursery.

Managers and staff made a fantastic effort to ensure that all children felt involved in their nursery throughout the COVID-19 pandemic. For example, learning continued at home via online platforms and included staff reading bedtime stories. This consistency has helped children return to nursery ready to learn, and with very few gaps in their development.

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

- Children access a highly ambitious, well-designed curriculum with unique opportunities to support their all round development and learning. For example, all children take part in regular outdoor activities designed by the dedicated sports coach. Young children are engrossed in the exciting activity and listen attentively to complex instructions, recalling what they have already learned. They move like different dinosaurs to balance and jump, and demonstrate excellent concentration skills as they throw a ball accurately into a target. This challenges their abilities and supports their physical health.
- Children's communication skills are a top priority and are excellently supported. All staff model an extensive range of vocabulary, meaning that children consistently have opportunities to hear and practise new words. Children have interesting conversations with staff and their peers. They talk about the changes

they observe in the colour, scent and texture of the play dough they are making as they add fresh berries to it. Staff read stories and sing delightful songs with the children throughout the day. This superbly supports children to develop a love of books and the essential listening skills, which will help them to become confident communicators.

- Staff seamlessly build on children's independence skills. For example, staff support two-year-old children to put on their own shoes and coats in preparation for playing outside. Young children skilfully cut up fruit and vegetables for their snack, using knives with great care. Children understand rules and routines and why they are in place. This helps them to develop skills in readiness for the transitions between rooms at nursery and, ultimately, their move on to school.
- Children who speak English as an additional language, children with special educational needs and/or disabilities, and children in receipt of additional funding are very well supported. The excellent key-person system and accurate use of assessment means that gaps in children's learning, and any specific needs are identified early and acted on quickly. Staff have superb knowledge of the different ways in which children learn and are dedicated to ensuring that children have access to appropriate support. This means that children make the best progress possible from their individual starting points.
- Partnerships with parents are very well established. Parents comment that staff and managers are extremely supportive and help them through a range of parenting issues. Staff share valuable information about children's learning with parents using an online application. In addition, they also offer fabulous resources, such as bi-lingual book bags, to parents via the well-stocked lending library. This enables parents to complement their children's learning by continuing it at home.
- The inspirational leaders have a clear vision, which is shared by all the staff. Their dedication to providing the very best education, care, and support for each child and their families is exceptional. Managers ensure that staff receive targeted training and regular constructive feedback. This ensures that children benefit from the very highest quality of education. The support structure in place for staff's well-being is excellent. Consequently, staff feel highly valued and always give their best efforts to their roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and all the staff demonstrate an extensive knowledge of safeguarding and child protection. They clearly demonstrate their understanding of the areas of potential harm and abuse that would make them concerned. This includes aspects of radicalisation and child exploitation. They are very clear that children's safety is of paramount importance. Staff are very confident in what they must do if they have any concerns about a child's well-being or the conduct of their colleagues. Recruitment and induction procedures are robust, and ensure that staff are suitable. Staff and managers are regularly questioned by each other to make sure that their continued knowledge is of the highest quality.



## Setting details

<b>Unique reference number</b>	EY560288
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10190464
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	01772 716 005
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet Preston registered in 2018. The nursery employs 22 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above, including the manager who holds a level 7. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Johnson

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic on the setting and has taken that into account in their evaluation of the setting.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation of a group activity.
- Parents spoke to the inspector and shared their views of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager, room leaders and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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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