

Inspection of Kiddy Planet Nursery (Melbourne Centre)

Ground Floor, Rooms 4 and 5, Melbourne Centre, Melbourne Road, LEICESTER LE2 0GU

Inspection date:

5 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the setting happy to separate from and say goodbye to their parents. They are greeted warmly by the positive and friendly staff, which helps them to settle quickly into their group room. Staff take into account children's interests when planning activities. However, they sometimes lose sight of what it is they want children to learn. At times, some staff do not communicate effectively with children about what they are doing. Activities do not always match children's capabilities or provide sufficient interest to maintain their focus on learning. That said, children are eager to explore the resources on offer and respond positively to staff's invitation to join them at activities. Pre-school children show staff how they can make cakes out of dough. They competently use scissors to carefully cut up straws to make candles as they sing, 'Happy Birthday'.

Children are friendly and welcoming. They smile and wave as they say, 'Hello' to visitors. Children develop warm relationships with staff. Children learn to play cooperatively alongside each other and to share and take turns with resources. Staff help children to understand the daily routines and expectations for behaviour. Children listen and respond appropriately to staff's guidance. They help to tidy away and learn how to look after and use equipment appropriately. Children willingly follow staff's safety instructions when they go outside to play.

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

- The manager has completed further training to increase her own understanding of how children learn. She describes how children are able to make choices in their play and how staff plan activities that they think children will be interested in. This includes the recent introduction of more natural objects and resources. However, at times, staff are unclear of what they want children to learn. During their interactions with children they miss opportunities to extend children's knowledge and understanding to help them develop the skills they need for their future learning.
- Staff complete assessments to help them identify what children know and can do. They recognise when children may need extra help and work with parents and other professionals. However, staff do not always use what they know about children well enough. They do not plan learning experiences that consistently challenge and build on children's skills and knowledge.
- Staff plan creative activities for children. They offer a range of different materials and media for them to explore. Children use glitter and different coloured paper shapes to make cards for Ramadan. Staff teach them how to use glue sticks and show them how they can pick up glitter to sprinkle on their card. However, at times, staff are overly directive and focus too much on the end product. Children are not able to develop their own ideas or think for themselves about how they

may want to do things.

- Staff understand the importance of supporting children's communication and language development. They talk to children in both the language they speak at home and in English. Staff use picture cards and objects to help children understand routines and expectations. However, at times, staff give children too many instructions. They do not give children, particularly younger children, enough time to think, respond or initiate conversation to help them to further their understanding and speaking skills.
- Children benefit from lots of opportunities to be active and develop their physical skills outside. Improvements to the outdoor play area provide space for children to play outside comfortably in all weathers. Younger and older children enjoy the opportunity to play alongside each other. They learn to handle tools with confidence. Children use scoops and spades to scoop sand and bark into buckets. They show good hand-to-eye coordination as they pour water from one container to another.
- Staff are kind and attentive. They get to know children and their families well. They gather information from parents about their children when they first start. Staff maintain a two-way exchange of information with parents. They share details about what children have been engaged in at the end of each session. Parents comment positively about the nursery, and that they are kept informed by staff and the manager.
- Children learn to be independent. Staff teach younger children to put on their own coats and encourage them to do this by themselves. Children learn to attend to their personal care, including using the toilet and washing their hands afterwards. At snack time, children pour their own drinks and adeptly peel the skin off fruit.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They complete safeguarding training to help keep their knowledge and understanding up to date. Staff know what to do should they have a concern about a child or practice within the setting. They know how they can escalate any concerns. Arrangements are in place to ensure that appropriate documents, such as accident records, are maintained. The manager ensures that she implements effective procedures to ensure that all staff are suitable to work with children. Staff complete regular risk assessments of the premises and have taken steps to ensure that the premises are safe and secure.

What does the setting need to do to improve?

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

- help staff to improve their knowledge and understanding of how children learn and to develop their skills and interactions with them to improve children's learning
- provide a clearly planned curriculum in order to expand and consistently challenge children's development and to help prepare them for their future learning
- improve interactions with children in order for them to have time and opportunity to develop their communication and language skills
- help staff to understand how they can further support children in being able to develop their own ideas or think how they may want to do things.

Setting details

Unique reference number	EY490798
Local authority	Leicester
Inspection number	10221357
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	52
Name of registered person	Kiddy Planet Nursery Limited
Registered person unique reference number	RP902300
Telephone number	0116 251 4960
Date of previous inspection	8 March 2016

Information about this early years setting

Kiddy Planet Nursery (Melbourne Centre) was registered in 2015. It is located in the Highfields area of the City of Leicester. The nursery opens for two sessions each weekday, from 8.30am to 11.30am and 12 midday to 3pm. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Muddimer

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 with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations of an activity and evaluated these with the manager.
- The manager and inspector completed a learning walk together, so the inspector could find out about the manager's intent for the nursery curriculum.
- The inspector held a meeting with the manager. They looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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