

Inspection of Kids Planet Chester

Hare Lane, Littleton, Chester, Cheshire CH3 7DB

Inspection date: 27 April 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children are happy, content and eager to learn. They show exceptional levels of independence and thrive on the high expectations of the well-qualified staff team. Children form close attachments with staff and peers that give them a strong sense of belonging. Children behaviour is exemplary. They receive lots of meaningful praise for their achievements, which helps to build high levels of self-esteem and confidence. These achievements are purposefully shared with other children and staff. Staff tell children how proud they are of them, and their work is displayed for all to admire.

Children are valued as individuals and play an active part in their own learning. For example, pre-school children have their own committee which considers what they would like to learn next. Children eagerly discuss their interests, outings to the local community and who they would enjoy a visit from. Staff use these interests to plan an ambitious curriculum that provides high levels of stimulation and challenge.

During the COVID-19 pandemic restrictions, staff went above and beyond to stay in touch with all families. They provided a wealth of resources to support the continuation of learning at home. Children's personal, social and emotional development was given high priority. For example, after children returned to the setting, those who were new were given additional support to settle and school leavers attended a virtual graduation ceremony. This supported children's emotional well-being.

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

- The quality of teaching is exemplary. All staff are highly skilled at facilitating learning through play. They work as a team to plan a carefully sequenced curriculum that provides challenge for all children. Staff are attuned to children's strengths and quickly identify areas for development. This ensures that proven strategies to close any gaps are implemented early. As a result, all children, including those with special educational needs and disabilities, make exceptional progress from their starting points.
- Children develop a deep understanding of mathematical concepts from the youngest age. Babies and young children learn to count and talk about different shapes in their environment. Older children become skilful in using tape measures and comparing objects of different sizes. Children are motivated to use this knowledge through play. For example, during imaginative play they consider which planks of wood are suitable for crossing a lava lake.
- Children benefit from a language-rich environment. Staff model language exceptionally well and extend children's vocabulary skilfully. They ask children open questions and provide time for them to respond. Young children develop a

love of singing and are confident to share their ideas. Older children are articulate and use complex, well-structured sentences.

- Leaders and managers methodically review the quality of education and recognise the importance of continued professional development. As a result, the highly skilled team is dedicated to helping children achieve their full potential. Staff's well-being is given high priority. As a result, staff feel truly valued and supported. Managers work extremely well with other professionals to provide swift intervention and high-quality support for children.
- Staff are extremely warm and caring. They nurture babies and are always on hand to provide comfort and reassurance when needed. Children are encouraged to settle at their own pace and spend time meeting new friends when moving to other rooms. Consequently, children's emotional well-being is exceptionally strong. Staff encourage children to keep trying and to think of different ways to solve problems. As a result, children gain valuable independence skills and have high levels of self-esteem.
- Children gain an excellent understanding of their immediate community. They enjoy visits from groups, such as the local wheelchair basketball team, and are eager to collect additional resources for play from the local wood. Children have many opportunities to learn about other cultures and are eager to learn about their celebrations. Children sing familiar songs in multiple languages and explore new traditions. For example, children recall a time when they put wellington boots by their fireplaces to receive presents during the Dutch celebration of Sinterklaas.
- Parents are extremely complimentary and state that they cannot praise the setting enough. They are highly involved in the setting and actively participate in children's learning. For example, families who speak multiple languages read stories to children and explain what it is like to live in different countries. This helps children to value their own heritage and learn to respect each other as individuals.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of the highest priority. Staff have exceptional knowledge of how to safeguard children and keep them safe. They regularly undertake training and refresh their knowledge at every opportunity. Safeguarding procedures are extremely robust. Managers implement thorough and effective risk assessment checks for all learning environments, including forest school activities and trips. Leaders and managers use rigorous recruitment, induction and supervision procedures to ensure that staff are suitable for their roles. Staff hold paediatric first-aid qualifications, which ensures that children are in capable hands in the event of an accident.

Setting details

Unique reference number	2503433
Local authority	Cheshire West and Chester
Inspection number	10194404
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	137
Number of children on roll	154
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01244 335395
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Chester registered in 2018. The nursery employs 32 members of staff. Of these, 23 hold appropriate early years qualifications at level 3 or above, including staff with level 5 and level 6 qualifications. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Maddock

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together. The manager told the inspector what they want the children to learn, and how the curriculum is planned and sequenced for the different groups of children.
- The inspector held meetings with the leadership team and spoke to staff and children at appropriate times throughout the inspection. Evidence of staff's suitability and qualifications, including first-aid certificates, was viewed by the inspector.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.

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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