

Inspection of Kids Planet Adswood

Abacus Childrens Centre, 120 Garners Lane, STOCKPORT, Cheshire SK3 8QW

Inspection date: 29 June 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 have a fantastic start to their education at this nursery. They spend every moment learning new and exciting things. Children form close relationships with staff members. They are eager to involve staff in their play, for example asking staff to taste their mud soup. Children are safe and happy. They explore the rooms freely and confidently, investigating the wealth of resources on offer. Children of all ages have access to dedicated outdoor spaces that are stimulating and designed to support their learning. Children become avid explorers in the sensory garden. They develop their small-muscle skills as they make sensory potions with herbs and spices.

Staff have the highest expectations of children, which contributes to the excellent progress all children make. Children are encouraged to use their imaginations. For example, children draw their plans for a house. Groups of children collaborate and work together to build the house with wooden planks and large blocks. Children show kindness and empathy to others. Their behaviour is consistently excellent. Children demonstrate impeccable manners and follow instructions without hesitation. Children fully understand the rules and what is expected of them. Older children learn responsibility and leadership skills as they are given jobs throughout the day. Children are at the centre of everything the nursery does. They are treated as the unique individuals that they are.

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

- Every staff member knows their key children inside and out. They understand exactly what each child needs to learn next and know what activities they will provide to support this learning. Staff continually observe children to inform their decisions about what to teach children. All children, including those in receipt of additional funding, make outstanding progress in their learning.
- Children become immersed in the engaging activities provided by staff. For example, children are captivated as they plant seeds with staff. Children search for a sunny spot to put their pots to encourage the seeds to grow. Later, children are eager to check on their seeds and to water them. They remember what they have learned in great detail.
- Physical development is supported exceptionally. Children are encouraged to move in different ways during daily movement sessions. They explore the concepts of exercise on their pulse rate, being out of breath and their temperature. Children understand the benefits of exercise on their bodies.
- Robust systems are in place to support children with special educational needs and/or disabilities (SEND). Children who require additional support are identified quickly. The nursery works closely with the local authority to source additional support that children require. Children with SEND make the best progress they

are capable of.

- Babies are highly stimulated as they visit the sensory room at the attached children's centre. They develop resilience as they climb the soft-play equipment. Staff encourage babies to persevere when they find it difficult. Babies are fascinated by the music and stare in wonder at the different coloured lights. They beam as they sing and dance, promoting their understanding of rhythm and music.
- Children are supported to develop superb independence skills. For example, toddlers use tongs to serve themselves lunch and pour their own drinks. They take turns, showing patience as they wait for their turn. Mealtimes are a social occasion where children socialise and communicate with their peers.
- Children have opportunities to visit the dentist at the attached children's centre. They sit on the chair and ask questions. Children take learning bags home containing toothpaste and toothbrushes, with information to support oral health. This promotes children's self-care skills and knowledge of how to keep themselves healthy.
- Staff challenge children to take appropriate risks in their play. For instance, as children climb on the climbing frame, they are unsure if they can make it to the top. Staff sensitively support children to take one step at a time, encouraging them to persevere. This supports children's confidence and self-esteem. Children are very proud when they succeed in climbing to the top.
- The nursery has an excellent relationship with the attached children's centre. They work in partnership to signpost early support for children and families, such as health visitors and speech and language therapy. They offer a team approach to support children's development and readiness for school. For example, they work together to support children to use the toilet independently.
- Managers and leaders are inspirational and passionate. They consistently promote a culture of improvement. Staff complete regular training that is responsive to children's needs. Staff well-being is a key priority. Exceptional staff practice is celebrated and staff feel well supported to fulfil their roles.
- Partnerships with parents are excellent. Parents praise the communication they receive. The setting regularly sends home activities and ideas to help parents continue and extend children's learning. For example, a lending library allows children to take home books to share with family. This promotes children's early literacy and helps to embed positive parent partnerships.

Safeguarding

The arrangements for safeguarding are effective.

Staff have in-depth safeguarding knowledge. They are vigilant and know what signs to be alert to. They know how to report any concerns they have. Dietary requirements and preferences are meticulously catered for during mealtimes as well as during messy play involving food. Staff work in partnership with parents when babies begin weaning. They attend dedicated training and keep accurate lists of which foods babies have tried at home. This helps them to ensure any new foods are tried at home before nursery.

Setting details

Unique reference number	EY563103
Local authority	Stockport
Inspection number	10128805
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	59
Number of children on roll	88
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 483 3500
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Adswood opened in 2019 and is based in Stockport. They open all year round from 7.30am to 6.30pm. The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 4, eight at level 3, and one at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

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 nursery and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation.

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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