

Inspection of Kids Planet Congleton

Chapel Street, Congleton, Cheshire CW12 4AB

Inspection date: 30 June 2022

| Overall effectiveness | Outstanding |
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| 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 thrive in this extremely caring nursery, which celebrates what makes each child unique. Children immerse themselves in exciting experiences which help them learn through play. They listen to the sounds of nature on daily outings, and become aware of their own bodies as they exercise and recognise the feeling of their heart beating in their chest. Children use their senses to explore the taste, texture and scent of herbs and fruits. They mash the ingredients together to make paint, which they then use to create individual works of art.

Due to the impact of the COVID-19 pandemic, the nursery is providing children with even greater support in relation to their communication and language, and social and emotional development. Even the youngest babies are becoming confident and independent learners, be that turning the pages of favourite books with care, feeding themselves at mealtimes, or filling and pouring containers during water play. Toddlers confidently embrace the wealth of opportunities to experience different sensations during a host of sensory activities, as they become accustomed to different textures. Others happily sing along to nursery rhymes with staff, replicating the beat demonstrated by staff in time with the music. Children show their determination to succeed in their play. For example, even if they slip from an obstacle course they have constructed, they get back to their feet rebuild the obstacle and try again. Pre-school children show the impact of the high-quality teaching they have received during their time at nursery. They are skilled communicators with extensive vocabularies. They can recall prior learning and are more than prepared for their move to school.

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

- The curriculum for literacy is expertly delivered by highly trained staff who help children learn the sounds that letters represent. Staff also use an extensive range of expert strategies to enhance children's communication and language. This all helps children to become confident speakers with a wide range of vocabulary. All staff understand the nursery curriculum and deliver it through high-quality interactions.
- Throughout the nursery, children of all ages learn effective strategies from staff to help them recognise and regulate their own emotions. As a result, disagreements are rare and require little intervention by staff. Children are consistently polite and very well mannered. This is seen during play where they share and take turns. At lunchtimes, children show their consideration for friends by pouring their drinks for them.
- Staff help children learn with real meaning about the local community they are part of. For example, children sing carols in the local church at Christmas and play a role caring for the plants in the local community sensory garden. Children

know that the fruit and vegetables they eat each day are grown locally, and they are beginning to learn about reducing their carbon footprint.

- The manager and her leadership team are unwavering in their ambition to provide the best possible outcomes for all children. There are highly effective arrangements in place to best support all staff to continually improve their practice. Staff receive regular review meetings which are informed by frequent observations of their practice. Those staff with lead responsibilities, for example in supporting children with special educational needs and/or disabilities, are both highly experienced and well trained. This means that support is prioritised for those children most in need.
- Children's personal development is exceptionally well supported. Staff help them to learn about the importance of healthy eating and active lifestyles. Children talk about how much they like the healthy meals at the nursery and devour vegetables with gusto. They have chance to make meaningful decisions. The pre-school council reviews the nursery meals and suggests changes, which are implemented, to make them healthier. At lunchtime, children show their independence as they serve themselves and their friends. Additionally, they learn to put on and take off their own shoes, as well as getting in and out of rain suits with no assistance.
- Parents talk about the extraordinary level of help given to them as well as their children. They explain that this strong partnership working helps them extend children's learning at home, be that by giving a consistent approach in managing emotions, placing a high focus on reading, support with toilet training and safe sleeping, recipes for healthy meals, or help with accessing support from other agencies and specialists. This holistic whole-family approach means that the nursery proactively removes potential barriers to children's progress and equips parents in giving their children the best possible support.
- Staff consistently talk in highly positive terms about the close-knit and supportive team ethos at the nursery. New staff explain how they have immediately felt 'part of the family'. They talk about opportunities to progress in their career and that they can see a future career path. Staff explain how their own well-being is valued by leaders and that their hard work is frequently acknowledged and praised.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders at the nursery have detailed and in-depth knowledge of safeguarding. This is maintained through regular training which helps staff best understand the challenges in their local community. As a result, staff have a deeply embedded understanding what might give them concern for the welfare of children. They also know precisely how to report such concerns. Staff are clear on what constitutes an allegation and how to deal with such a situation. Leaders show a clear understanding of matters which must be notified to Ofsted. They take prompt and effective action to ensure the ongoing safety of staff and children.

Setting details

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| Unique reference number | EY559319 |
| Local authority | Cheshire East |
| Inspection number | 10207571 |
| 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 | 80 |
| Number of children on roll | 130 |
| Name of registered person | Kids Planet Day Nurseries Limited |
| Registered person unique reference number | RP900964 |
| Telephone number | 01260276085 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Kids Planet Congleton registered in 2018 and is operated by Kids Planet Day Nurseries Limited. It is located in the Congleton area of Cheshire. The nursery operates Monday to Friday between 7.30am and 6pm all year round, with the exception of bank holidays. It employs 29 members of staff, 18 of whom hold a relevant early years qualification at level 3 and above. The nursery provides funded childcare for two-, three- and four-year-olds.

Information about this inspection

Inspector

Richard Sutcliffe

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 showed the inspector around the premises and discussed how they ensure these are safe and suitable.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- 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 of a communication and language activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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