

Inspection of Kids Planet Great Boughton

Vaughans Lane, Great Boughton, CHESTER, Cheshire CH3 5XF

Inspection date: 4 July 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 flourish at this excellent nursery, where parents and children are warmly welcomed. Children have strong attachments to staff, who embrace children as they arrive. This helps children to settle happily and leave their parents with confidence. Children enthusiastically explore the exciting environment and become extremely engaged in learning. This is because staff expertly plan to children's individual needs and interests. Staff teach children how to recognise their own feelings and the impact they may have on others. Children demonstrate high levels of resilience in their play and learning, and show great sensitivity to each other. Children are developing a positive approach to creating friendships, through a deep understanding of respect and inclusion.

Children are exceptionally well behaved. Older children are eager to tell visitors of their 'Golden Rules'. They explain why they do not run inside and that it is important to listen. Physical activity and mindfulness sessions take place regularly for all children. This contributes to children understanding what a healthy lifestyle is at a young age. Children feel very safe in this nursery. They know who to ask for help from, if they need it. Children seek comfort from key persons who are very attentive to each child's needs. Every child makes excellent progress in their learning. They are ready for the next stage in their development, including school. This includes those children with special educational needs and/or disabilities.

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

- The manager has an ambitious view of what children need to learn through the curriculum. The whole team shares and understands this. Communication and language are a huge focus within the teaching of all ages. This ensures that each child has every opportunity to continue to increase their vocabulary and conversational skills. Children speak with confidence and fluency, and build on what they already know.
- Additional support is expertly planned and in place for those children who need it. Parents are fully aware of any interventions in place for their child. Staff access external support for children from the time they start at the nursery. This includes training staff specifically to support additional needs. This means all children make better-than-expected progress.
- The extremely professional staff team focuses on ensuring children enjoy their learning. They use their detailed knowledge of children's next steps to plan activities. Staff make sure they adapt learning for individual children. For example, during a maths activity, children show high levels of concentration. Some children work out how to add more, and some children concentrate on counting objects. This means that children are appropriately challenged and learn at a pace that ensures they progress and gain more knowledge.

- Staff have high expectations of children's behaviour and encourage children to think about others. Children take part in mindfulness sessions outdoors in small groups. They demonstrate how they have learned to appreciate emotions and feelings. They say, 'I am helpful', 'I am strong' and 'I am happy', as staff ask how they feel about themselves. This means children develop self-confidence and resilience as they understand themselves and others.
- Children are very confident in their own abilities. Staff encourage children to be independent. They access drinks and snacks when they are ready and help set the tables for lunch. Staff consult children about what is happening next, particularly with intimate care needs. Staff ask children if they are ready for their nappy change. Children choose if they want staff to help them have a wash after mealtimes. This helps children to understand the importance of making their own choices.
- The inspirational leadership team strives to ensure each child receives the highest standard of care and education. Managers support staff well-being and ensure staff workload is manageable. There are plans firmly in place for staff to progress their professional development. This ensures staff practice is further enhanced and helps staff to be more confident in their practice. This helps to support excellent outcomes for children.
- Parents are extremely happy with the level of communication they receive. They feel confident to leave their children at this nursery. This is because staff create positive relationships with parents from the start. Parents report that the settling-in process is very comprehensive. They say this gives them confidence that their child is safe and happy here. Parents know how their child is progressing and how they can continue their learning at home. This is because staff involve parents in all aspects of their child's next steps in learning. This has a significant positive impact on outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what would make them worried about a child, and the correct way to report any concerns. Staff have an excellent understanding of what would make them concerned about a colleague's conduct and the correct reporting procedures. The nursery is safe and secure, and prompt action is taken to rectify any issues. Staff have had safeguarding training and have knowledge of other safeguarding issues, such as radicalisation and domestic violence. The setting has an excellent level of security. Verification systems are in place to ensure children are not collected by unauthorised persons. This means children are safe here.

Setting details

Unique reference number	2574448
Local authority	Cheshire West and Chester
Inspection number	10239202
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	142
Number of children on roll	299
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01244 343247
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Great Boughton registered in 2020. The nursery employs 38 members of childcare staff, 27 of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round, from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jasmin Sanders

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 her evaluation of the provider.
- The inspector and manager conducted a learning walk of the setting and discussed the intent and implementation of the curriculum.
- Assessments of children's progress from their starting points were discussed with staff, to evaluate the impact of the curriculum on outcomes for children.
- The inspector and manager carried out a joint observation of practice.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- The inspector spoke to parents about their experiences of care, education and involvement at the setting.

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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