

# Inspection of Kids Planet Litherland

201 Moss Lane, Litherland, Liverpool, Lancashire L21 7NW

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Inspection date: 6 July 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in this inviting, warm and welcoming setting. All children, including those who are very new to the setting, are extremely happy and settled. Staff work very hard at the start of placement and throughout children's time at the setting to meet their individual emotional needs. Babies snuggle into their key person and enjoy lots of cuddles. Older children ask for help when they need it. They confidently chat to visitors and tell them all about what they enjoy most about the setting.

Children behave well and understand what is expected of them. For example, older children explain to visitors how they need to share the toys and wait for their turn. In addition, they are beginning to develop an understanding of their own and others' feelings. For example, when they hear a baby cry, they tell staff that the baby is 'sad'. Toddler's quickly adapt their behaviour with gentle reminders from the staff. They know they can go to dedicated reflection spaces to rest and relax or have time away from their peers and be by themselves.

Leaders and staff understand that children have had some limited experiences during the COVID-19 pandemic. They particularly understand that children need more support with their personal, social and emotional skills. Staff use what they know about children to construct an ambitious curriculum in this area of learning. Early years funding is used well to train staff and buy purposeful resources. These further enhance and support children's whole development. In addition, staff implement personalised transition arrangements for those children who are leaving to go to school. As a result, identified gaps in children's learning quickly close and children are well-prepared for the move to school.

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

- Leaders have a clear intent for the curriculum and what they want children to learn. As a result, all children make good progress. However, more could be done to challenge children further through play and at routine times of the day. For example, so that children can think more, follow their own ideas and develop their self-help skills even further.
- Partnerships with other professionals involved in children's learning and care are a real strength of the setting. Staff, with support from the special educational needs coordinator (SENCo), provide targeted one-to-one sessions and implement children's individual education and care plans well. The SENCo is passionate in her role. She ensures children swiftly get the support they need. As a result, children make excellent progress, relative to their individual starting points.
- In the main, staff model language well. For example, as babies taste lemons and

limes, staff introduce words such as 'tangy'. When older children pronounce words incorrectly, staff repeat the correct word back to them. This helps children to build their vocabulary. However, on occasion, children's enjoyment of stories and their listening and attention skills are lessened. This is because children's enjoyment and participation are interrupted by routine activities, such as nappy changing and cleaning up after mealtimes. As a result, not all children engage fully in the story.

- Children develop well in mathematics. For example, younger children are encouraged to count out how many pieces of banana bread they have. Older children understand more complex concepts, such as place value, addition and subtraction. For example, when playing in the role play shop, children correctly hand staff two oranges and three limes when asked.
- Parents speak highly about the setting. They feel that are kept very well informed about their children's learning and describe staff as 'wonderful'. Partnerships with the local schools and other settings children attend are also strong. This joined-up working ensures that children make the progress they are capable of.
- Children eat healthily and are encouraged to develop positive attitudes to care for their own oral health. Babies have easy access to their own water cups. Older children confidently pour their own drinks. Children love to play outdoors. They ride bicycles, dig in the sand, jump in and out of tyres and carefully walk along crates. These activities help children to develop their large-muscle skills and their balance and coordination.
- Children have high levels of self-confidence and self-esteem. Babies calmly lie on the floor completely relaxed while staff massage their feet. Older children demonstrate maturity as they follow staff's instructions well. For example, they know to hold the handrail as they go upstairs.
- Staff are very well supported by leaders. They undertake a wealth of training and receive individualised supervision sessions and appraisals. These help them to build on their teaching skills effectively. Apprentices are supported by experienced staff. Leaders pay close attention to staff's well-being. As a result, staff comment that they feel 'very well supported' and are 'very happy in their work'.

## **Safeguarding**

The arrangements for safeguarding are effective.

The setting is safe and secure. Procedures for risk assessment and medication are robustly implemented. Leaders and staff have a secure understanding of their individual roles for child protection. This includes the signs and indicators of abuse, how to refer concerns and what they need to do should they have concerns about a colleague's conduct. Staff are deployed effectively, indoors and outside. This means that children are always adequately supervised.

## **What does the setting need to do to improve?**

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

- provide consistent challenge for children during play, planned activities and at routine times of the day
- make better use of story times to further engage children and extend their listening and attention skills.

## Setting details

<b>Unique reference number</b>	2548920
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10215669
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	130
<b>Number of children on roll</b>	146
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	0151 378 1314
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet Litherland registered in 2019. The setting operates Monday to Friday, from 7.30am to 6pm, all year round. The setting employs 42 members of childcare staff. Of these, 32 staff hold relevant early years qualifications at levels 2 to 6. One member of staff holds early years teacher status. Seven staff are unqualified.

## Information about this inspection

### Inspector

Donna Birch

## 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 manager, in the absence of the provider, and has taken that into account in their evaluation of the provider.
- The manager and deputy manager joined the inspector on a learning walk. They talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do at the setting.
- The inspector spoke to staff at appropriate times throughout the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector checked the premises were safe. The manager showed the inspector relevant documentation, including how she ensures the suitability of her 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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