

# Inspection of Kids Planet Mablins Lane

Mablins Lane Community Primary School, Mablins Lane, Crewe, Cheshire CW1 3YR

---

Inspection date: 20 July 2022

<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 are very happy and settled in the warm, welcoming nursery. They enjoy playing with the wide range of accessible resources and stimulating activities. Children become amazed as they lift their hands out of water and watch the droplets run off their fingertips. They fill and empty jugs and test out their own ideas. For instance, children carefully adjust the angle of pipes to determine the speed the water will run down it. This helps support their mathematical skills. Furthermore, children show determination and a can-do attitude as they use wooden rods to hook ducks out of the water. Through trial and error, they work out their own techniques, and with great precision and control, they achieve what they set out to do. Children confidently count how many ducks they have retrieved. They are curious and approach these learning opportunities enthusiastically.

Children display good behaviour. For example, they say 'please', 'thank you' and 'excuse me' to gain adults' attention. Children learn to become independent. They pour their own drinks, put on their own shoes and are encouraged to attend to their own personal needs. Staff are good role models. They praise children for 'good listening', 'good manners' and 'super tidying'. This results in children developing great morals, values and high levels of confidence.

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

- The manager has a positive attitude and passion for delivering high-quality care and educational opportunities to children. She accurately evaluates what is working well and any areas that need further development. The manager is eager to widen children's outdoor learning experiences. She has carried out research, involved staff in discussions and has recently begun an outdoor training initiative. This will help provide a deeper knowledge and understanding of the benefits of children learning in the outdoors.
- Strong partnership working is in place with the linked school. Staff and children have great relationships with teachers and regularly take part in 'forest school' sessions. Furthermore, children have 'stay and play' visits and information is shared on children's abilities. This helps to support children's transition on to school.
- Children are confident and self-assured in the secure, safe environment. Since the COVID-19 pandemic, staff have increased the level of support and focus that is given to children's social and emotional needs. This is already having a positive impact on children. They express how they feel with confidence and happily interact with others in larger groups. Staff have contributed to these achievements. They are caring, kind and provide an abundance of hugs and reassurance.
- There is a well-sequenced, ambitious curriculum in place. Staff assess what

children know, understand what they can do, and take into account children's interests. They use this information to plan children's next steps in learning and closely monitor the progress that they make.

- Overall, staff are skilled at supporting children's emerging communication and language skills. They use repetition and introduce new vocabulary during activities, such as 'pipette' and 'hammock'. However, although staff ask challenging questions, occasionally, children are not given sufficient time to think, respond and share their ideas.
- All children are making good progress. This includes children who speak English as an additional language and those with special educational needs and/or disabilities. The environment is inspiring and any additional funding received is spent well. Furthermore, meetings take place with other professionals and parents. They provide specific strategies and regularly review the impact that these are having.
- Children have a good understanding of the importance of being healthy. They discuss healthy foods and the effects these have on their body. Furthermore, children carry out good hygiene procedures, such as handwashing. They are aware that these good practices help to stop the spread of germs.
- Children's physical skills are promoted well. They move their bodies to music and engage in 'yoga' activities. Furthermore, children challenge themselves and take risks as they clamber up climbing equipment.
- Communication with parents is good. Regular updates are given about children's progress and ideas of how to extend this further at home. Parents have opportunities to share their views on the development of the nursery and feel that their opinions are valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the importance of keeping children safe. They carry out regular risk assessments of the environment and remove or minimise possible hazards. Staff have a good knowledge of the policies and procedures to follow if they have any concerns about children's welfare. They can confidently discuss any potential signs and symptoms of abuse. Furthermore, they closely monitor children's attendance and general well-being. Robust recruitment procedures are in place. Relevant checks are completed to ensure that staff are suitable to work with children.

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

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

- develop staff's questioning skills further, so children are consistently given time to think, respond and share their ideas.

## Setting details

<b>Unique reference number</b>	2564135
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10221690
<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>	2 to 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	01270 258 005
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet Mablins Lane registered in 2019. It is located in Crewe, Cheshire. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday during term time only. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kellie Lever

## 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 managers and has taken that into account in their evaluation of the nursery.
- The managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 joint observations of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022