

# Inspection of Kids Planet Chesterfield

Elder Court, Saltergate, Chesterfield, Derbyshire S40 1UT

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Inspection date: 21 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 happy when they enter this welcoming nursery. They are confident to leave their parents and settle quickly. Children who arrive less confident and self-assured, are supported by the caring staff. They are encouraged to engage in conversation and pronounce words correctly to further develop their communication and language skills. For example, they use words to describe shapes and patterns made by the leaves, sticks and flowers. They talk together about various minibeasts. The children confidently ask and respond to questions, including 'what other creatures have pincers?'. This activity is enriched as staff flexibly adapt the conversation when the children change the topic to sea creatures.

Children behave well. They understand the expectations that staff have of them. Staff are good role models, and use positive praise and reinforcement to help children to manage their emotions and learn acceptable behaviour. Children understand the nursery routine and conduct themselves well. For example, they put on their coats and shoes and line up to go outside. Children patiently wait to wash their hands and brush their teeth after snack. All children are respectful to staff and have secure relationships with them. They seek out familiar adults for reassurance.

Children are well supported by staff. Young children learn about animals, where they live, and the different sounds they make. They play in the tuff tray with farmyard animals, hay, soil and lentils. They giggle and screech with excitement as staff spontaneously engage them in a story about animals in the cosy corner.

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

- Leaders plan and provide an enticing environment for the children to explore. Resources across the nursery are widely accessible, and play spaces are well defined. Outside areas each provide access to a mud kitchen, a sensory garden, play dens, and age-appropriate equipment to challenge children's physical development.
- Key-person systems are effective. Staff work closely with parents to ensure that they get to know each individual child well. They talk to parents every day to gather information and offer feedback. This, along with information shared via an online application, helps staff to understand children's routines and interests.
- Babies confidently explore the environment as they begin to make sense of their world. They are fascinated by sensory experiences, such as mark making using safe edible paints. Their socialisation skills are supported to a high level. This is demonstrated as staff sit with the babies to sing songs. For example, staff sing 'Five little speckled frogs' while babies listen attentively. They laugh and smile

when staff use gestures to bring the song to life.

- Children gain a good understanding of a healthy lifestyle through daily 'pulse out of breath warm' activities. For example, during an obstacle race, older children jump through hoops, jump off a large log, step across crate stepping stones, and throw a ball into a bucket. Children excitedly clap and cheer to encourage their friends. Through these activities, children develop good levels of self-esteem and confidence, and learn to take safe risks.
- Leaders plan a clear curriculum for communication and language. Staff listen to what children are saying and they make good eye contact with them. They ask children questions in response to what they say to develop the discussion further. This teaches children good conversational skills. However, staff do not always give children time to verbalise their response to the questions they ask.
- Overall, the curriculum is well planned to meet the needs of the children. Leaders ensure that children transition through nursery according to their age and stage of learning and development. However, this is not consistently implemented by all staff. For instance, while staff know the ages of the children that have transitioned, they do not always understand what they already know and can do. This means that, sometimes, the activities offered are not always tailored to children's specific learning needs.
- Children show a good attitude to learning and enjoy playing with their friends. For example, they talk with each other as they chop and mix vegetables in the home corner. This type of play helps children to build their self-confidence and social skills. However, staff do not always encourage less-confident children to play and socialise with other children.
- Parents and carers speak highly of the nursery. They comment that staff 'go above and beyond' and 'are very supportive'. Parents state that staff keep them well informed about their children's progress. Staff provide opportunities for parents to extend their child's learning at home, such as through the use of take-home activity bags. This promotes good partnerships with parents and ensures continuity of learning between home and nursery.
- There is a robust staff appraisal process. Leaders are committed to closely monitoring the quality of staff practice. Staff have good opportunities to advance their professional development to enhance their individual skills. The workload, mental health and well-being of staff are closely monitored by the leaders. As a result, staff feel well supported.

## Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training to develop their knowledge of safeguarding. They have a clear understanding of the signs and symptoms of abuse and child protection procedures. Staff know the procedure to follow to report any concerns they may have both internally and to external agencies. Leadership follow robust procedures to recruit staff safely and check their suitability to work with children. They make sure that the indoor and outdoor environments are safe and regularly risk assessed for any hazards. Staff are deployed well to ensure good levels of supervision and

support for all children.

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

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

- review the organisation of transitions through the setting to help staff plan more effectively regarding what it is children know and need to learn next
- build on staff's questioning techniques to allow children time to think and respond
- encourage staff to use strategies to help children to engage in play with others.

## Setting details

<b>Unique reference number</b>	2550972
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10215730
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	131
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	01246488411
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet Chesterfield registered in 2019. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Dallas-Skerry

## 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 and the inspector completed a learning walk together and discussed the curriculum and how the nursery is organised.
- The manager and the inspector carried out a joint observation and discussed the quality of teaching.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children and how they assess and plan for children's learning.
- Interactions between the staff and children were observed during the inspection.
- A leadership and management meeting with the leaders of the setting was held to discuss safeguarding arrangements and to sample documentation.
- The inspector spoke to a sample of parents to gain their views of 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.

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