

Inspection of Kids Planet Leeds Oxford Place

5-6 Oxford Place, Leeds LS1 3AX

Inspection date: 11 August 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy and settled, and they separate well from their parents. Staff are very friendly and greet children affectionately. This helps children to transition from home to the nursery. For example, babies and younger children, who have recently started, receive warm cuddles and lots of smiles and reassurance from everyone, not just their designated key person. Older children enjoy playing together in the stimulating play areas, inside and outdoors. They investigate ice blocks set up as an ice kingdom and dress up as princesses for a special party. Staff working with younger children create interesting play spaces for them to explore independently.

Children engage for long periods and are eager to learn. They enjoy being physically active. Children dance with hoops in the garden, and they show good control and coordination as they climb on the timber apparatus. They practise their mark-making skills on the blackboard and recognise numbers painted on rustic wooden discs. Children behave very well. Staff consistently support children to learn how to play together. They help them to understand and talk about their feelings. This gives children an awareness of the needs of others and the impact their behaviour can have. Children are quick to hug each other and say 'sorry' if they unintentionally hurt their peers.

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

- The manager and staff have a clear understanding of the nursery curriculum and what they want children to learn. Staff know their key children very well and plan activities based on their interests and abilities. They deliver the curriculum enthusiastically, which captures children's attention and encourages them to confidently take part.
- Partnerships with parents and other agencies are strong. For example, staff work effectively to support children with special educational needs and/or disabilities. The manager ensures that all children receive consistent support and continuity of care from key staff. This supports children's emotional well-being and helps them to make good progress in their learning.
- Staff place a strong focus on promoting children's language skills. They help younger children to practise new words, such as 'squidgy' and 'soft', as they explore sensory gel shapes. Older children use more complex sentences to recall visits to see giant dinosaur eggs in the city centre.
- Teaching in the pre-school room is very good. Staff teach children the skills they need to be ready for school and to value and respect others' views and feelings. For example, during a group session, children follow adult instructions, put up their hands to take turns and listen to friends in a guessing game. Children learn that this is a fair way to behave so that they can enjoy learning together.
- Staff caring for babies and the youngest children are clearly passionate about

the job they do. The environment that they create is warm and nurturing. Staff treat children with kindness and respect. Children respond well to the positive interactions and enthusiastic praise they receive.

- All staff strive towards consistently high standards of teaching. However, occasionally, some staff's interactions lack the challenge to support children's learning and development to the highest possible levels, particularly in the room for two- to three-year-old children. For instance, staff do not consistently support children to extend discussions, process their thoughts or respond to questions.
- The nursery provides a well-balanced and nutritious menu, and all mealtimes are happy, sociable occasions. Staff help to develop children's self-care skills and encourage good hygiene routines. However, they do not consistently discuss the benefits of a healthy lifestyle and diet with children even further.
- Staff supervise children well. They seamlessly move around the play areas, ensuring that the correct number of adults are available to help children learn and stay safe. However, on occasions, they do not help to develop children's awareness of managing their own safety. For instance, staff working with two- and three-year-old children do not consistently remind them of the reasons to be careful when using cutlery or walking up and down stairs.
- The new management team has high expectations for children. The team has a very positive attitude to self-evaluation and professional development to drive improvement. The manager and staff are happy and energised by the recent company takeover, and they feel valued and listened to.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a very good knowledge of child protection. They know what to do if they have a concern about a child. Staff understand the procedures to follow should an allegation be made against a member of staff. They regularly access a range of training to further deepen their safeguarding knowledge, such as about the 'Prevent' duty and child exploitation. The senior leadership team has very effective recruitment procedures in place to assess the suitability of staff.

What does the setting need to do to improve?

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

- help staff to extend and improve children's already good play experiences, to aid their learning to even higher levels
- support children to engage in discussions about the benefits of a healthy lifestyle, particularly about making healthy choices, including how to have a healthy diet
- raise two- and three-year-old children's awareness of safety and how to assess

risks for themselves.

Setting details

Unique reference number	2683645
Local authority	Leeds
Inspection number	10246408
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	64
Number of children on roll	72
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01138270103
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Leeds Oxford Place registered in April 2022 and is based in Leeds city centre. It is one of several nurseries owned by Kids Planet Day Nurseries Limited. The nursery is open from Monday to Friday all year round, except for bank holidays and Christmas. Sessions are from 7.30am to 6pm. The nursery employs 20 members of staff. Of these, 13 hold appropriate early years qualifications from level 3 to level 6. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the nursery.
- The inspector carried out a learning walk with the manager to discuss the curriculum intent. The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager and held discussions about the quality of staff's interactions with children.
- The inspector spoke to several parents, read parents' feedback messages and took account of their views. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector met three members of the senior management team and talked about the leadership and management of the nursery and plans for future improvements.

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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