

Inspection of Kids Planet Brampton

Chatsworth Road, Chesterfield, Derbyshire S40 3AD

Inspection date: 15 July 2022

Overall effectiveness	Outstanding
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 thoroughly enjoy their time at nursery. They feel safe and secure in the caring environment. Leaders are passionate about supporting emotional development to help children thrive. Staff in the baby room nurture and support babies as they investigate the space, promoting their independence through warm encouragement and praise.

Children enthusiastically engage with a variety of thoughtfully planned activities and resources that help them focus for prolonged periods of time. This is reinforced by exceptional teaching throughout the nursery, which is designed to increase children's learning across the curriculum. For example, staff teach older children how their bodies work, with a physical obstacle course in the garden room. Children learn how exercise impacts their bodies. Staff teach them how to take their pulse and that they will feel warm and out of breath. A member of staff helps children talk about how they feel when they have exercised and how to take care of themselves by drinking plenty of water.

Children are immersed in a language-rich environment. Knowledgeable staff use every opportunity to increase vocabulary. For example, children's play is narrated and appropriate language is modelled. Children are asked thought-provoking questions and given time to think before answering. Quieter children are sensitively encouraged to contribute and find their voice.

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

- Partnerships with parents are highly effective in enhancing children's learning at home. For example, staff design take-home 'homework' bags around children's next steps. This helps parents support their child's learning at home.
- The manager and staff are very knowledgeable, enthusiastic and keen to offer the best for all children. Training is targeted to further raise the quality of practice. Staff build on their excellent skills to enhance children's learning.
- Leaders are passionate about providing an ambitious curriculum sequenced across the nursery to enable children to know and do more. They have designed a high-quality curriculum that builds on children's existing knowledge.
- All children show very high levels of concentration. For example, babies are highly engaged as they dig for vegetables in soil. They are supported by staff who hold warm conversations with them about what they are doing. This helps to develop babies' focus and concentration.
- Children have high levels of respect for each other. They wait patiently and take turns to speak, listening and responding to each other kindly. Children are highly motivated in their learning. They work with staff to care for the nursery's fish. They discuss that they must be gentle, taking turns and working together to

care for their pets.

- Children's emotional well-being is supported extremely well. Staff nurture children, offering them reassurance and encouragement throughout the day. Children snuggle in with staff for comfort when they are feeling upset. Staff work hard to build strong bonds to help children feel safe and secure.
- Children are very well behaved throughout the nursery. They are happy and confident. For example, older children treat each other with respect as they listen to one another during group-time activities.
- Children with special educational needs and/or disabilities are identified quickly and appropriate interventions are put in place to help them to achieve. Staff offer high levels of support for these children. For example, they provide one-to-one care when needed to help children access activities and achieve as well as others. Management acts with integrity to ensure all children access the full curriculum.
- Staff meticulously plan a broad and varied curriculum based on the needs and interests of the children. For example, staff focus on oral health with a range of activities based around teeth. Toddlers pretend to brush dolls' teeth, listen to stories about teeth, and are given toothbrushes and toothpaste to brush the cavities on large sets of play teeth. This learning is reinforced by a visit to a dentist.
- Leaders explain that because of the lack of outside space, staff must be creative when planning how children will access fresh air. They place a strong focus on helping children to feel awe and see the wonder in the outside world, with daily trips to parks and the local area. Staff link this to current interests and learning. For example, they take young children to buy ingredients for their baking activity, actively teaching them about the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a deep knowledge of safeguarding. They understand how to keep children safe and are confident in referring any concerns they have. Safeguarding knowledge is built incrementally for new members of staff. This focuses on what they need to know to keep the children in their care safe. For example, very new members of staff in the baby room discuss the 'no cruise, no bruise' initiative. This knowledge is broadened and deepened to cover all child protection areas. The manager tests staff's knowledge through daily questions which help them to remember the safeguarding procedures. Staff have a clear understanding of wider safeguarding initiatives, including the 'Prevent' duty and keeping children safe online.

Setting details

Unique reference number	2544914
Local authority	Derbyshire
Inspection number	10215505
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 11
Total number of places	81
Number of children on roll	93
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01246206994
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Brampton re-registered in 2019. The nursery is based in Chesterfield, Derbyshire. The nursery employs 13 members of staff, eight of whom hold relevant childcare qualifications at level 3, and two hold a level 2. The nursery operates from 7.30am until 6pm, Monday to Friday, all year round, excluding bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Smitham

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 and has taken that into account in their evaluation of the provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 and the manager carried out a joint observation of a physical activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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