

# Inspection of Kids Planet Wallasey

291-297 Wallasey Village, Wallasey, Cheshire CH45 3HA

---

Inspection date: 23 August 2022

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

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

### **The provision is outstanding**

Children arrive extremely enthusiastically to this exciting nursery. They are very confident and quickly form secure relationships with the staff who nurture and care for them. Children regularly cuddle the staff and tell them that they love them. Children are frequently consulted. For example, staff ask children before they change their nappies. Children flourish and feel safe and valued.

Children are extremely respectful to staff and each other. Children are supported to reflect on their feelings through the abundance of resources available to them. Children are kind and know what it takes to be a 'good friend'. They tell visitors that good friends are 'kind' and 'share together'. Children have been consulted about the rules and they remind adults to ensure that every child has a turn and a chance to be first.

Children are highly inquisitive and have positive attitudes towards their learning. They benefit from activities and experiences that link to their interests and are enjoyable and challenging. Younger children show great intrigue as they spray paint onto material. They add different colours and talk about the changes. They proudly state 'it is not yellow anymore, it is orange'. Children explore using all their senses. They take off their shoes and socks and jump in puddles and use their feet to paint. Children take part in science experiments, where they add ingredients and eagerly await 'the bang' as they add the final ingredient. All children, including children with special educational needs and/or disabilities (SEND), make excellent progress in their learning.

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

- Leaders are passionate about staff's well-being and continuous professional development. Staff feel extremely well supported and value the access they have to training. Leaders maintain a clear oversight of the setting through regular room and peer observations. This helps leaders to target professional development to support staff to maintain high-quality practice. Staff share that they strive to be the best possible practitioner that they can be.
- Children are provided with an ambitious curriculum with a strong focus on communication and language development. All staff use their excellent teaching skills to build on children's language effectively. As children play, staff encourage them to use a wide range of vocabulary. As children explore musical instruments, staff encourage them to guess what they may be called. Children talk about how they can hear 'seeds' inside so it may be a shaker. Staff praise these attempts and then introduce new language, such as 'calabash rattle'. Children have frequent opportunities to develop their communication and language skills.

- Children with SEND are incredibly well supported. Staff have high expectations of children and are passionate about each child reaching their full potential. Leaders are highly skilled in using assessments to recognise any possible concerns. They work closely with parents and external agencies to help all children to make the best possible progress.
- Leaders value the importance of building relationships early to support children to feel safe and secure when they start. Transition procedures are extremely flexible to meet the needs of the children and families. Staff have established excellent links with the schools that children move on to. They complete visits to the school with children if required and ensure teachers have the opportunity to come to meet the children at nursery. Parents comment that these arrangements are extremely effective and that their children are very well prepared for the transition to school.
- Parent partnerships are excellent. Parents are highly complimentary about the 'love' and 'care' that their children receive. They feel fully informed about their children's progress and praise the staff for the support they receive as a family. Parents have noted superb progress with their children's development since they have started at nursery and feel that the staff are 'instrumental' in this.
- Children are very active in their play. They use their strength as they push along wheelbarrows and carry heavy water containers. Children use their hand muscles to spray water bottles with great strength. They scoop, mix and pour regularly throughout the day. They show great pride as they are then able to use these skills when selecting sandwiches at mealtimes with tongs. They proudly share, 'I can do it, it is easy for me.'
- Staff are skilled at supporting children's early mathematical knowledge. Children follow recipes to create a 'Gruffalo crumble'. They collect the right number of sticks and stones needed for the recipe and count accurately up to 10. Children share their mathematical knowledge through every day activities. For example, at mealtimes they talk about the shape of the sandwiches and the amount they have. Children have regular opportunities to practise and build on their mathematical understanding in a range of fun and exciting ways.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that children's well-being is of the utmost priority. All staff have an excellent understanding of child protection and safeguarding issues. They have in-depth knowledge of the actions they would take if they had any concerns about a child or the behaviour of a colleague. Leaders ensure staff are familiar with the staff code of conduct that is in place as part of the induction process. Procedures for accidents and injuries are robust and well understood by staff and leaders monitor accidents to help them risk assess effectively. Children learn how to keep themselves safe. For example, they remind visitors that they must hold onto the handrail on the stairs, so that they do not fall.

## Setting details

<b>Unique reference number</b>	2509142
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10194478
<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>	1 to 4
<b>Total number of places</b>	96
<b>Number of children on roll</b>	175
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	01515121046
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet Wallasey registered in 2018. It is situated in Wallasey Village, Wirral. The nursery employs 32 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 or above, including two that hold qualifications at level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. 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

Rebecca Weston

## 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 leaders and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation, including first-aid certificates and documentation to demonstrate the suitability of 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.

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