

Inspection of Kids Planet Springhead

Cooper Street, Springhead, Oldham OL4 4QS

Inspection date: 16 September 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 Outstanding

What is it like to attend this early years setting?

The provision is good

The motto of 'Working together to inspire your world' is what makes this nursery so special. Children sing songs as they arrive at the nursery and cannot contain their excitement to see their friends. They excitedly embrace staff with cuddles and are keen to take part in activities. Children's laughter and eagerness to explore all areas of this high-quality nursery is truly palpable. Leaders have developed the outdoor area into an oasis of fun and adventure. Children relish being outdoors and are excited to make 'mud pies' and 'magic potions'. Pre-school children engage well while taking part in an assault course. They show excellent balancing skills as they go through a 'magic tunnel' and giggle with delight while blowing bubbles. Babies enjoy exploring water and sand. Toddlers play ring games, search for 'treasure' and excitedly talk about the herbs and vegetables that they have planted.

Due to the COVID-19 pandemic, leaders identify that children's personal, social and emotional development needs extra support. Staff leave no stone unturned in supporting children's emotional well-being. Children enjoy being in the 'zen den' and confidently talk to staff about their feelings. They develop secure friendships, behave well and show positive attitudes towards their learning. Children are well prepared for their move on to school.

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

- The manager, ably supported by the senior leadership team, leads the nursery with determination and passion. She aspires to be outstanding and wants the very best of outcomes for children and their families. Leaders want the nursery to be a beacon of exceptional practice. Self-evaluation is precise.
- In the main, leaders use their knowledge of child development and educational research to construct a curriculum that builds on what children know and can do. However, some activities are not pitched at the correct level for some children. For example, some staff working with younger children introduce words that are too complex and introduce numbers beyond 10. Additionally, some staff working with older children pitch activities too low, such as when teaching children about letters and sounds. Some older children quickly lose interest and become disengaged in their learning, as they find the activity too easy.
- Staff support children with special educational needs and/or disabilities (SEND) incredibly well. Excellent support is in place with external agencies and leaders act swiftly to get the support children rightly deserve. Gaps in learning are targeted with precision and leaders ensure that parents are fully involved. Children with SEND make good progress.
- Staff teach children exceptionally well about the community and world that they live in. The nursery is truly inclusive and staff teach children about the importance of differences and similarities. Children are fascinated while learning

about festivals and celebrations from around the world. They learn about Pride month and show an excellent understanding that some families have two mums or two dads.

- Overall, care practices are good. Staff spend time getting to know children and their families during the settling-in period. Children eat healthy foods and staff provide excellent opportunities for them to be physically active. However, some staff do not always teach children good hygiene practices. On occasion, they do not teach children about the importance of washing their hands after blowing their noses. Additionally, some staff wipe children's noses and do not wash their hands afterwards. This does not support children in learning about effective hygiene practices.
- The support in place for children who speak English as an additional language is good. Staff work closely with parents and external professionals to ensure children gain a good command of English. Staff use voice recordings in home languages to communicate with parents and children. They use picture cards and sign language to support children's early speaking skills.
- Leaders place a high priority on supporting staff's well-being. Staff report that the nursery is like 'one big family'. They commend leaders on supporting them and could not ask for a 'better manager'. Staff receive good levels of support during supervision sessions and appraisal meetings.
- Partnership working is strong. Staff keep parents informed of their children's time at the nursery. Parents attend open days and have regular meetings with staff. They say that staff go that 'extra mile'.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment procedures are in place and all staff undergo stringent suitability checks. The premises are safe and secure. Staff supervise children with vigilance and ratios are met. Leaders ensure that staff are first-aid trained and that they are deployed well to deal with accidents. All staff attend safeguarding training and understand their roles in keeping children safe and protected from harm. They are aware of the referral procedure and understand the whistle-blowing policy. Staff have a secure understanding of child protection issues, such as female genital mutilation and cuckooing. Leaders ensure that children learn about e-safety.

What does the setting need to do to improve?

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

- refine the implementation of the curriculum, to ensure that staff pitch activities at the correct level for children
- strengthen hygiene practices across the nursery, with particular reference to ensuring children and staff wash their hands after blowing their noses.

Setting details

Unique reference number	EY477641
Local authority	Oldham
Inspection number	10129224
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	55
Number of children on roll	91
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 620 6267
Date of previous inspection	9 February 2016

Information about this early years setting

Kids Planet Springhead registered in 2014 and is located in Oldham, Greater Manchester. The nursery employs 24 members of childcare staff. Of these, 19 hold early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

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 his evaluation.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training 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.

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