

Inspection of Kids Planet Knaresborough

Unit 4a, Mercury Court, Manse Lane, Knaresborough HG5 8LF

Inspection date:

16 August 2022 - 15 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Generally, staff know children well and build positive relationships with them. Children are happy to attend the setting. They know their daily routines well. Overall, children behave well. They show kindness and are helpful to their peers. For example, a child offers their friend a soft toy to cuddle to make them feel happy. Babies cuddle into staff and eagerly sit on their laps to listen to stories. This helps them to feel safe and secure.

In the main, children follow their interests as they engage in activities, such as making marks with chalk, building, role play and listening to stories. However, the quality of education and children's overall experiences are variable. That said, some activities for children are well planned, with clear learning intentions and positive outcomes. For example, children enjoy listening to stories. At these times, staff model language well and repeat simple words for younger children to copy. Older children are helped to use reference books to learn more about dinosaurs.

Although there are sufficient staff present overall, there have been recent ongoing recruitment issues. The new provider has temporary measures in place to address this, such as the use of staff from their sister nurseries and agency staff. The provider has responded positively to some concerns expressed by parents about the use of temporary staff, by ensuring that these staff are consistent. This helps them to build secure relationships with children and parents.

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

- Staff do not make the most of the learning intentions for some activities. For instance, during outdoor play staff do not recognise when some children require water and paint to explore their own ideas. This means that they are not able to follow their chosen activities through to their conclusion. Some staff do not actively involve themselves in children's learning. They are largely supervisory and provide a commentary on what children are doing, rather than use careful questioning, to help children to develop more rapidly. Furthermore, staff do not encourage children to independently take care of and respect the toys, put on their own apron or pour their drinking water.
- The new manager is committed to her role. However, she has not had sufficient time in her role to give enough attention to monitoring and improving staff's knowledge and skills. This means that weaknesses in staff practice are not identified or addressed. As a result, children do not receive consistently good quality interactions from staff.
- Staff generally understand the importance of building on children's communication and language skills. For instance, reading stories and singing songs are part of everyday practice. Children of all ages show positive levels of

interest and curiosity in the books available to them.

- Staff encourage children to make marks using foam, pencils and crayons. This helps to develop small-muscle skills that promote early writing. Older children are beginning to identify and write their own name. However, the educational programme for mathematics is less effective. This is because staff do not provide enough opportunities for children to practise and strengthen their knowledge of counting and simple calculation.
- Staff encourage children to talk about their emotions and feelings. For example, they sit and explain to children why some behaviours are not acceptable. They give children the space and time to reflect on how they are feeling. This helps them to gain a better understanding of their emotions. In addition, children talk about their similarities and differences. For example, some children have long hair and some children wear glasses. This contributes to how respectful children are towards each other.
- Staff promote children's health. Children enjoy a range of healthy and nutritious snacks and meals. They have a good understanding of personal hygiene routines as they wash their hands at appropriate times. Children develop sound physical skills. They enjoy outdoor play, where they run and climb freely.
- Overall, parents share their satisfaction with the service they receive. Parents say staff are friendly, supportive and provide regular feedback about what their children have done during the day.

Safeguarding

The arrangements for safeguarding are effective.

Staff show a secure understanding of how to safeguard and protect children. Leaders ensure that this knowledge is updated on a regular basis through training and quizzes. This approach tests what issues they are able to identify and how they would seek help. Sound recruitment and vetting procedures help to ensure that staff are deemed suitable to work with children. Staff complete regular risk assessments, indoors and outside, to identify and act on any hazards. As a result, children are kept safe from harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality of teaching and interactions with children, so that all staff are able to constantly guide children's learning through purposeful play experiences	30/09/2022

improve the supervision, mentoring and support of staff to identify aspects where practice can be improved and strengthened, to enhance the quality of teaching to a consistently high level.	30/09/2022
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To further improve the quality of the early years provision, the provider should:

- extend opportunities for all children to practise their counting and early calculation skills
- provide further opportunities to encourage children to complete tasks independently.

Setting details

Unique reference number	2683676
Local authority	North Yorkshire
Inspection number	10249948
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	92
Number of children on roll	128
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01423866169
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Knaresborough, in North Yorkshire, registered in 2022. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications from level 6 to level 2. 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

Inspectors

Janet Fairhurst

Janet Fairhurst

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 inspector carried out a learning walk with the nursery and area manager, and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the childcare director and area manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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