

Inspection of Kids Planet Bubbenhall

School House Manor, Ryton Road, Bubbenhall, Coventry CV8 3BL

Inspection date: 25 October 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 enjoy coming to the nursery and play alongside their friends and peers. Staff are warm and nurturing and offer reassurance to those who need it. Children form close attachments to staff, who focus on supporting their emotional development. They receive lots of cuddles by staff, who pick them up and talk to them. Young children are carefully rocked to sleep by staff. All children enjoy staff's positive interactions with them throughout the day. These respectful and caring relationships help children feel safe and secure.

All children spend lots of time outdoors using the wonderful facilities this rural nursery has to offer. Children practise their developing physical skills as they ride balance bicycles. There are lots of opportunities for children to run, climb and crawl through an array of equipment, which promotes dexterity and resilience. Children scoop and carry water to pour down guttering to wash leaves away. They giggle with delight and fetch more leaves and water. Children dig in the mud with spades and fetch herbs from their own vegetable garden to mix into potions while pretending to cook in the outdoor mud kitchen.

Children's imagination skills are well supported. They take on roles of doctors and nurses in their play and invite staff to join in as they need a patient. Children listen to staff's heartbeat using stethoscopes and use material as a 'bandage' to fix their poorly arm. Young babies babble and squeal with delight when staff use a hand puppet of an animal. They reach and cuddle the puppet.

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

- Partnerships with parents are highly effective. Parents describe the staff as 'very friendly' and praise the support the children received to help them settle when they first started. Parents also comment how well transitions are managed as their children progress through into other rooms. Home learning bags are provided to help parents further support their child's learning at home. Parents feel fully informed about their children's experiences and learning. They are involved in assessments and have regular meetings with staff. Parents say they have seen lots of progress with their child's development.
- Effective leadership and management mean all staff receive appropriate support. Staff report a high level of morale and value the training opportunities they receive to further enhance their professional development. Regular meetings and observations undertaken by the manager ensure that the quality of teaching remains consistently good.
- Overall, children's communication and language skills are well supported. There is a strong focus on children using their words to help them communicate their needs effectively and to resolve any conflicts with friends. However, at times,

staff could further encourage children to speak in longer sentences by using different questioning techniques and allowing children more time to think and respond. When children do require extra help, strategies for early screening of communication and language are used to help identify any potential gaps in their development.

- Managers and staff plan activities which centre around the interests of the individual children and teach the curriculum. Children who like dinosaurs explore them in a tray with sand and different cereals. They feel the textures of the sand and cereals between their fingers. They enjoy 'feeding' cereals to the dinosaur. Staff skilfully introduce mathematical concepts into the activity. They hide dinosaur bones for children to find and count. Discussions are had about which is the longest or shortest bone.
- Lunchtime is a social occasion and children benefit from freshly prepared meals and snacks by the on-site chef. Children enjoy sitting with their friends, talking about what they have been doing. They are confident and happily talk to the inspector about who they think is on the phone when it rings. Older children gain support in becoming independent as ample opportunities are provided to further enhance this, such as self-serving lunch. However, the same consistent opportunities are not provided for the younger children within the nursery routines.
- Managers and staff ensure the nursery is fully inclusive. Children are taught the importance of respect and learn to value each other's differences. Stories are used to enhance children's experiences and teach them about the value of friendships. Different cultural events are used to help children gain a better understanding of different communities other than their own.
- Children who may have special educational needs and/or disabilities are well supported. Managers and staff implement a programme of targeted support for children who have been identified with lower starting points. Excellent partnerships with other agencies involved in the care of the child mean early intervention is swiftly obtained. Managers and staff have the same high expectations for all children. Consequently, all children make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff ensure safeguarding is prioritised. Staff must attend training and watch videos to gain a deeper understanding on what may be a potential risk to children. All staff know the procedure to follow if they have concerns about children in their care. They know how to report concerns about colleagues' behaviour and the local authority process to follow. Staffing ratios are consistently met. The provider uses approved agencies for staff as a contingency arrangement to cover any staff absences. Staff deployment is effective in supervising children to ensure they are safe.

What does the setting need to do to improve?

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

- review how routine times of the day are carried out to provide younger children with more opportunities to develop their independence and self-help skills
- support staff to further enhance their questioning techniques to allow children enough time to think and respond, to encourage the use of longer sentences.

Setting details

Unique reference number	2670374
Local authority	Warwickshire
Inspection number	10254246
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	80
Number of children on roll	62
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0844 800 3001
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Bubbenhall registered in 2022. The nursery employs nine members of childcare staff and a full-time chef. Of these, one has an appropriate early years qualification at level 6, and six have qualifications between level 3 and level 5. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.45am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- 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 carried out a joint observation of a communication and language activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several 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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