

Inspection of Kids Planet Henley

274 Henley Road, COVENTRY CV2 1AX

Inspection date: 9 November 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 arrive at the setting ready to explore their environments. When children become upset or unsure, they quickly settle after a caring, reassuring cuddle from their key person. This demonstrates children have a secure relationship with their key person that supports their individual needs. Children spend time as they concentrate while using the tweezers to pick up cereal from a bowl. This helps build their pincer grip. Children actively participate in their outdoor storytelling as they lead their learning. They gleefully use their imagination as they tell staff what they think might happen next, and what the bear might want to eat.

Children show determination in their learning when they encounter difficulties; they keep on trying. For example, when building towers with staff, staff encourage children to think about how they can fix them when they fall down. Children excitedly tell staff how they will fix them. Staff provide children with an abundance of praise as they successfully rebuild their towers. They clap along with staff to celebrate their success. Children develop awareness of their emotions, and they are supported by staff to understand the different emotions they may feel. This helps promote emotional resilience. Children learn about the world around them as they learn about different cultural celebrations and festivals. For example, they explore rangoli patterns for Diwali.

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

- Managers and leaders have a clear ambitious vision for the nursery. They share future plans to continue to raise quality within the nursery. These include enhancing the outdoor provision to provide children with more space and more natural experiences to continue building on their learning.
- Staff provide a tailored curriculum that takes into consideration children's emerging interests. This covers all seven areas of learning and ensures children have broad experiences. Staff use assessments effectively to identify children's next steps and help close gaps in their learning.
- Children with special educational needs and/or disabilities (SEND) have effective support in place. Staff work closely with the special educational needs coordinator (SENCo) and other professionals to ensure they get the right help, at the right time. This ensures all children are making good progress in their learning.
- Children explore a wide range of accessible experiences. Staff support children's understanding during activities to help build on their knowledge. However, at times, some quieter children may not get the same experiences and interactions as others. This results in them drifting their focus and moving away from the activity, which impacts on potential missed learning opportunities.
- Children generally behave well. Some staff acknowledge the unwanted

behaviours. However, not all staff are consistent in their approach when handling behaviour. For example, they do not always provide a clear explanation as to why the behaviour is not acceptable. This means children may not fully understand expectations of their behaviours.

- Staff have regular supervisions and opportunities to discuss their children's development and their own professional development. They attend a range of training courses, including their own internal training academy. Managers are aware of the importance of supporting their staff to build a broad understanding of child development and give particular regard to promoting staff's well-being.
- Children confidently try things for themselves. Staff support them with their independence. For example, they help children to learn how to put their own coats on or to choose what they want for their snack. They support children in preparation for the next stage in their developmental journey.
- Parent partnerships are strong. Staff work with parents and share information about their child and what they are currently working on with their development. Managers identify support and advice from parents that they share in feedback. For example, they provide a range of activity bags that parents can take home, such as to support potty training or to help children to learn how to brush their teeth.
- Staff understand the importance of building muscles in children's mouths to help support development of speech. They recognise when it is appropriate to have discussions with parents when their baby is weaning to move them on to the next stage of finger food, which will help develop these muscles.
- Children enjoy a varied menu. Staff are vigilant at mealtimes and have clear guidance and procedures in place. This ensures children with allergies and dietary requirements have the correct meals.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of possible signs that a child's welfare may be at risk. They confidently talk about the safeguarding reporting procedures they would follow with concerns about a child or a member of staff. Staff supervise children effectively throughout their time to ensure they remain safe. They respond appropriately and efficiently to accidents children may have, to ensure they receive prompt treatment. Managers follow robust safer recruitment procedures to ensure staff are suitably recruited and vetted for their role.

What does the setting need to do to improve?

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

- provide consistency with behaviour management to ensure all children fully understand the expectations of their behaviours

- ensure all children, including those that are less confident, have the same opportunities during activities to fully maximise their learning.

Setting details

Unique reference number	2670359
Local authority	Coventry
Inspection number	10259829
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	1 to 3
Total number of places	63
Number of children on roll	97
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	012476 709 277
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Henley re-registered in 2022. The nursery employs 30 members of staff. Of these, three have an appropriate early years qualification at level 5 and 11 have qualifications at levels 2 or 3. The nursery opens Monday to Friday all year round except for bank holidays. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022