

Inspection of Kids Planet Westerhope

384-388 Stamfordham Road, Newcastle upon Tyne, Tyne and Wear NE5 5HE

Inspection date: 10 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Warm and supportive relationships between staff and children help children to feel safe and secure. Staff think carefully about ways to support babies who are new to the setting. They encourage parents to bring items from home to provide familiar objects and smells to soothe children. This helps babies to settle quickly into nursery. Older children play happily and show confidence during activities. For example, they enjoy dancing to their favourite songs. Children develop friendships. They giggle at one another when making funny faces and offer a 'high five' to their friends for a job well done.

Children of all ages benefit from carefully planned and challenging activities that help them to learn. Babies smile and babble while rolling balls across the floor. Toddlers develop their creativity while making pictures from glue, feathers and sticks. Pre-school children make potions in an activity tray. They use their imaginations to decide what 'superpower' their potion will give them. They show a good understanding of mathematics, counting scoops of liquid and discussing when their containers are full and empty. Children are keen to learn and achieve well. Very good support for children with special educational needs and/or disabilities helps them to make remarkable progress in their learning and development.

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

- The curriculum is balanced and well sequenced. Plans for learning are ambitious and help all children to build on what they know and can do. Overall, staff have high expectations of all children. They think carefully about what they want children to learn next, and this informs their good teaching, helping children to make good progress in their learning.
- Staff have a generally good understanding of how to support children's developing communication skills. They interact frequently with children, explaining activities and talking to them while they play. However, they do not always provide plenty of opportunities for children to use and develop their speaking skills. Occasionally, they do not give the children enough time to respond during conversations, or use new words they have learned.
- Children are curious learners. Babies and toddlers enjoy sensory play and experiences. They enjoy the sensation of brushing sand off their arms and hands. They watch in wonder when coloured lenses change the colour of light from a torch. Pre-school children concentrate hard as they make snips in dough with scissors. These positive attitudes to learning help to prepare children well for school.
- Staff are aware that some children are less confident or have missed out on some experiences outside of the home due to the COVID-19 pandemic. They are sensitive to children's emotional needs and encourage them to talk about their

feelings. Children consider what a 'happy face' and a 'sad face' might look like. They talk about how they feel and approach staff when they need reassurance.

- Children behave well. They understand the consistent boundaries that staff put in place and follow instructions. They show kindness to their friends and are polite and respectful.
- There is a good two-way flow of information between parents and staff, both during daily handover meetings and through an online app. Parents feel very involved in their children's early years education. They describe staff as 'amazing' and report that their children have 'come on in leaps and bounds' since starting nursery.
- The recent reintroduction of professional development opportunities has helped to refresh staff's enthusiasm to develop new skills. However, these plans are in the early stages and are not yet focused on ways to raise the already good quality of teaching and learning to outstanding levels.
- Leaders regularly evaluate their provision to identify priorities for improving practice. For example, rooms have been refurbished to provide more natural play objects and opportunities for open-ended play. Staff say this has had a calming influence on children and helped them to focus better on their learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a secure understanding of their role in safeguarding children. They ensure that staff are trained to identify and respond to suspected abuse. Policies and procedures for safeguarding children are comprehensive, with clear guidance about what to do if staff are concerned about a child's welfare. Leaders and staff have good knowledge of the different types of abuse. Any concerns are recorded and shared with the appropriate agencies without delay. Nursery rooms, equipment and routines are reviewed regularly to identify and minimise any hazards. Entrances are secure and visitors' identity is checked.

What does the setting need to do to improve?

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

- encourage children to use the new words they learn by giving them plenty of time and opportunities to talk during play and activities
- refine plans for professional development to help staff enhance their already good teaching, with particular focus on the areas of development where children most need support.

Setting details

Unique reference number	EY152358
Local authority	Newcastle upon Tyne
Inspection number	10265256
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 4
Total number of places	72
Number of children on roll	94
Name of registered person	Choice Childcare Limited
Registered person unique reference number	RP904033
Telephone number	0191 2860592
Date of previous inspection	31 May 2017

Information about this early years setting

Westerhope Village Nursery registered in 2002. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 showed the inspector around the nursery. She talked about how the provision is organised and about the early years curriculum.
- The inspector observed the quality of education being provided 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 deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to parents over the phone and took account of their views.
- 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.

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