

Inspection of Kids Planet Chris Abell

Harrison Drive, Cambridge CB2 8PH

Inspection date:

17 November 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

Leaders are overly optimistic in their evaluation of the quality of provision at this recently registered nursery. Some aspects of the provision are strong. However, overall, a consistently good quality of care and education is not yet achieved. The breaches of requirements identified at inspection do not have a significant impact on children's safety and security. However, at times, they do undermine staff's ability to deliver an appropriate curriculum.

There have previously been frequent changes in staffing arrangements. However, more recently, children have become more secure during their time in the nursery. This is particularly evident in the baby room, where babies now generally demonstrate that they feel safe and secure. Children are delighted to see the staff that they know and show joy at meeting with their friends. Children's learning environments are very well organised to encourage their exploration and support their learning. For example, activities at low-level tables encourage children who are just learning to walk to pull themselves up and practise standing. Soothing sounds play in the room used by babies. These help them to relax at nap time.

Children follow their own interests and ideas to their satisfaction. They enjoy joining in with a range of well-planned activities. Children collect and explore the rain. Others experiment with making marks using various equipment and paint. Babies squidge coloured foam between their fingers. Older children confidently recreate and explore various role-play ideas. This contributes to their personal and social development.

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

- Since registration, the nursery has been overly reliant on newly recruited and 'cover' staff from linked nurseries. Some new staff are still learning the expectations and policies and procedures of the provider. Cover staff cannot target their interactions to support individual children's identified learning needs effectively, as they do not know them. This means that the more well-established staff, who do know the children well, are too frequently under pressure and overstretched. This has an impact on staff's well-being.
- Not all staff have the relevant skills and knowledge that they need to carry out their roles effectively. For example, essential records, including those relating to staff in attendance, are not always appropriately maintained because staff do not recognise the need to make them. Furthermore, sometimes, managers do not understand and follow procedures that the provider has designed to fully promote safety in the setting. Where there are weaknesses in the oversight of quality, leaders do not fully recognise or acknowledge these. This is despite their frequent attendance at the setting to support staff due to the challenges the

nursery has faced.

- Most aspects of the provider's curriculum are effectively planned and delivered. However, key activities to promote children's understanding of and ability to maintain their own health and safety are not always routinely considered and carried out. For example, staff do not consistently support children to learn about appropriate handwashing routines. This affects the attitudes that children develop towards keeping themselves and others safe.
- All children get to go outdoors in the inviting and interesting areas in all weathers, as long as it is safe to do so. From an early age, children learn about the benefits of being physically active. This contributes to their good health and helps them to develop positive attitudes towards being active and energetic.
- Staff carefully assess where children are in their learning when they begin. They work closely with parents to settle children in and provide lots of details to parents about the children's day. Leaders listen to parents' views. They plan lots of different opportunities to welcome parents into the nursery. This helps to include them in children's learning and fosters supportive and effective parental partnerships.
- Children behave well. They learn to share, cooperate and take turns. Staff consistently remind them of the room rules of using 'indoor voices' and 'walking feet'. This helps children to learn the rules of the setting and expected behaviours.
- Staff regularly read stories with children and babies, inviting their thoughts and ideas. This helps children to listen to a wide vocabulary. This, among other effective strategies, supports those children who are learning English as an additional language. Staff ask appropriate and challenging questions. For example, they ask children to explain what the 'blurb' is on a book.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the possible indicators of abuse and/or neglect and know the procedures to follow if there are concerns about a child. Manager's test staff's knowledge and understanding by asking them questions. Staff complete relevant training, and key information about safeguarding is displayed throughout the nursery. Recruitment procedures are effective. These ensure that only suitable people work with the children. Staff understand what to do if they have concerns about the behaviour of an adult working with children.

What does the setting need to do to improve?

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

	Due date
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ensure that all staff, including the manager, have the necessary skills and knowledge to carry out the requirements of their roles effectively	17/02/2023
keep essential records for the safe and efficient management of the setting, to ensure that children's needs are consistently met.	17/02/2023

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

- consistently support children to learn about how to promote their own and each other's health through appropriate hygiene practices
- monitor staff practice more effectively to identify areas where they can further improve their interactions with children.

Setting details

Unique reference number	2668847
Local authority	Cambridgeshire
Inspection number	10262199
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	100
Number of children on roll	42
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01223609696
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Chris Abell registered in 2022. The nursery provides childcare and education primarily for children of staff at the University of Cambridge. The nursery opens all year round, from 8am to 6pm. It accepts children for their funded two-, three- and four-year-old early education.

Information about this inspection

Inspectors

Kate Hipperson
Shelly McDougall

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors observed staff's interactions with children, and their care practices, and evaluated the impact that these had on children.
- The inspectors spoke with staff and children at appropriate times.
- The inspectors spoke with parents and took account of their views. The inspectors spoke with managers about their understanding of the view of parents.

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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