

Inspection of Kids Planet Billinge

25 Main Street, Billinge, Wigan WN5 7HR

Inspection date: 7 December 2022

Overall effectiveness **Good**

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

All children are extremely content and engaged at this nursery. They flourish because they are placed at the centre of the curriculum. This leads to a purposeful and happy learning atmosphere for all children. Babies watch with wonder as staff float parachutes up and down above their heads. Staff skilfully consider how best to engage babies who are developing physical skills. They encourage them to pull up to stand and explore new sensory resources with curiosity. Toddlers develop excellent listening skills. They try hard to guess what the hidden object is that is making the sound. This supports their developing literacy skills exceptionally well. Pre-school children are supported to combine early writing and mathematics skills into their play. They skilfully record the ingredients and the quantities they mix together to make 'magic potions'.

Children develop an increasing understanding that there are important rules they should follow. They are impeccable at listening to instructions. Children confidently explain what they need to do when they visit the garden to stay safe. Toddlers demonstrate, without being prompted, that they can carry out small tasks to look after themselves and others. Staff clearly embed a child-centred routine that helps all children to feel at ease and secure. They skilfully tell children the behaviour they prefer to see, for example using the phrase 'let's keep our feet on the floor'. As a result, children's behaviour and attitudes towards one another and their learning are outstanding.

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

- The provider met their legal responsibility to notify Ofsted of a significant event. Leaders swiftly identified that nursery procedures were not followed, resulting in a child being left alone in the outdoor area for approximately 15 minutes. During the inspection, it was identified that the provider took prompt and effective action to address the failures. This demonstrates strong leadership and management. However, the incident also demonstrates that leaders do not always robustly monitor staff to ensure they consistently follow nursery policies and procedures to keep children safe at all times.
- Staff work exceptionally well within their teams to share their assessments of children's progress. This enables all staff to contribute to children's learning experiences. Together, they plan activities to help children to learn the most important skills they need next. Staff access training to deepen their teaching knowledge that is specific to what they plan for children to experience. This ensures teaching is of a consistently high standard.
- Children form lovely bonds with their key person and delight in listening and talking to them. Staff babble and use single words with babies and ask thought-provoking questions to older children. They talk to and offer many new words to

ensure all children hear lots of new vocabulary, which helps them to develop a love of language. Furthermore, this helps children to become confident communicators in the future.

- Children participate in a range of enhanced learning experiences that help to develop their physical skills and well-being. For instance, they learn sign language and participate in yoga, mindfulness activities and sports. While practising these new skills and being active, they strengthen their large and small muscles and develop their coordination.
- Staff broaden children's knowledge and awareness of the wider world very well. For instance, children who have rarely experienced train travel take a train journey together on a planned outing. Each day, children access high-quality books and resources that help them to learn about people and communities different to their own.
- Children with special educational needs and/or disabilities receive excellent support to make progress. Staff are specially trained to help to meet children's more-complex needs. Leaders continually reflect and act on how to support children that need extra help. Furthermore, children with exceptional talents are also nurtured to gain even more knowledge in learning that interests them.
- Parents comment how the nursery often goes 'way beyond their expectations'. They feel extremely involved in their children's learning. They appreciate the many opportunities available for them to develop their own parenting knowledge, such as through parent information and training sessions. These opportunities help parents to be more confident to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very confident of the procedures to follow if they need to escalate concerns about a child's welfare. They get appropriate support by senior leadership if they whistle-blow about the conduct of a colleague. There are robust systems in place that help to identify if children could be at risk of harm. Staff work well with other professionals to secure support as required. They have updated their knowledge on procedures they must follow when moving children around the nursery, to help keep children safe at all times. Leaders provide ongoing refresher training to ensure staff knowledge of safeguarding children remains up to date.

What does the setting need to do to improve?

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

- consistently monitor the effective implementation of the nursery policies and procedures in place to keep children safe.

Setting details

Unique reference number	EY552640
Local authority	St Helens
Inspection number	10262470
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	88
Number of children on roll	157
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01744 893 500
Date of previous inspection	22 May 2019

Information about this early years setting

Kids Planet Billinge registered in 2017. The nursery operates from 7.30am until 6.30pm, Monday to Friday, all year round. The nursery employs 35 members of childcare staff. Of these, 23 members of staff hold appropriate early years qualifications at level 3 or above. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Dee White

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 inspection was completed following a regional risk assessment made in relation to notifications received by Ofsted.
- The deputy manager and support manager led the inspector on a learning walk and explained how the curriculum is planned and implemented.
- Discussions were held with staff, senior leadership, parents and children at appropriate times during the inspection.
- The inspector observed practice in all rooms and evaluated the quality of activities in the toddler room together with the manager.
- The inspector looked at documents, including staff qualifications, paediatric first-aid certificates and evidence to demonstrate the suitability of staff.
- The inspector tracked the experiences of children to determine the progress they make.

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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