

Inspection of Kids Planet Wyke

180 Town Gate, Wyke, Bradford BD12 9JP

Inspection date: 9 February 2023

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 form secure emotional attachments with the nurturing manager and staff, who are warm and affectionate. Staff speak to children in a calm and respectful manner. Children are very happy, settled and well behaved. They are encouraged to be independent and select what they would like to do. Toddlers are quickly absorbed in creating cupcakes with dough, herbs and spices. They take turns to sprinkle a choice of different-smelling toppings. Older children read books to each other and talk about what they will draw together.

Children of all ages thoroughly enjoy playing outdoors. They choose from a wide range of resources and activities to support their imaginative and physical play. Children develop their fine motor skills as they make marks on a wall with water and paintbrushes, trying hard to write the initial letters of their name. Staff encourage children to explore their large-muscle skills. For instance, children learn to balance on stepping stones independently and push themselves around on ride-on tricycles.

Staff constantly model how to behave, and children respond well to their gentle reminders. Children are kind and caring towards one another. For instance, they take pride in holding the door open for their friends when they return indoors, and enjoy helping staff to prepare tables for meals. This helps children to develop important social skills to be ready for their move on to school.

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

- The curriculum is planned and organised well by the manager. Staff know the children in their care well. They can confidently talk about their key children and understand how to build on what each child already knows. Overall, children make good progress, including those with special educational needs and/or disabilities (SEND). However, on occasion, staff working with the most-able children do not focus their interactions on children's curiosity and questions. This does not help to fully extend and challenge all children to reach their maximum potential.
- Staff are keen to help children to develop confident communication skills. For example, they consistently use the correct version of words when talking with younger children, such as repeating 'thank you' for 'ta' and 'banana' for 'nana'. Staff use an excellent commentary to explain what is happening or what will happen next. This helps to widen children's vocabulary skills, in particular to describe how they are feeling. Younger children show that they understand and follow simple instructions using sounds and gestures. Older children speak confidently and listen well.
- Partnership working with parents is strong. Staff provide families with story

sacks, home learning kits and opportunities for stay-and-play sessions. Staff keep parents well informed about their children's development and share daily digital messages of their daily routines and learning. Parents and carers speak very highly of the manager and staff. They describe them as 'wonderful' and say that 'they always go that extra mile' for their children. For instance, parents value help from staff to support their children with potty training, and using the 'drop the dummy tree' to help with their speech development.

- Children develop their understanding of the community and the wider world. Staff help children to support a variety of groups in the local area, where they learn about other people. For example, they attend Remembrance Day commemorations. Children learn respect and to be tolerant of others' views.
- Overall, children are beginning to develop a good awareness of number and mathematical concepts. Staff model counting and comparing of objects as children are engaged in play. For instance, staff count aloud as children climb steps up the slide. However, at times, staff do not consistently extend children's mathematical understanding when they are keen to know more. For example, staff do not consistently build on children's interests to count, divide and share, estimate volumes, and count to bigger numbers.
- The leadership team and manager constantly reflect on staff's practice. Staff prioritise their training to help them to build their knowledge to support children and families. For example, they have attended training on intensive interactions to support children with SEND and specialist training for 'blossoming' babies.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the manager and staff keep their safeguarding training current. All staff have an existing suitability check and there are secure checks for staff to continue to be safe to work with children. Staff fully understand the possible signs and symptoms that might indicate that a child is at risk of harm. They know how to raise concerns with outside agencies in order to protect children. Staff are clear about whistle-blowing procedures if they are concerned about the behaviour of managers or staff. Staff ensure that children's behaviour, health and hygiene are managed well. They regularly teach children how to keep safe and healthy to fully extend their understanding.

What does the setting need to do to improve?

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

- extend staff's skills in recognising how to support the most-able children's ideas and learning during their play and activities
- ensure that staff consistently extend all children's understanding of mathematical development and problem-solving skills.

Setting details

Unique reference number	2678463
Local authority	Bradford
Inspection number	10271221
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	91
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01274691999
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Wyke registered in March 2022. The nursery is situated in Wyke, Bradford. It operates from 7.30am to 6pm, Monday to Friday, all year round. The nursery employs 13 childcare staff. Of these, 11 hold a relevant early years qualification ranging from level 4 to level 2. The nursery provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

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 and the inspector completed a learning walk together and discussed the intentions for children's learning.
- The inspector observed the interactions between the staff and children, and assessed the impact of this on children's learning.
- Several parents and carers shared their views of the setting with the inspector. Written parent feedback was also considered.
- The manager and the inspector conducted several joint observations of activities and routines.
- The inspector held discussions with three senior managers, the manager, staff and children to take account of their views.
- Managers provided the inspector with a sample of key documents on request.

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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