

Inspection of Kids Planet Hanford

Church Lane, Stoke-on-Trent, Staffordshire ST4 4QD

Inspection date: 17 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 arrive happy and keen to greet their friends. They display high levels of confidence in this welcoming nursery. Children learn to be independent. For example, babies self-select the toys and resources they want to play with. Older children go to their own bags and change out of wet clothing unsupported. Children learn to manage their feelings. For instance, they say when they are not feeling happy. Pre-school children link feelings to colours. For example they say that a flower is yellow and makes them feel happy. Children are kind and considerate towards one another. They invite others into their play. Children are respectful. For example, they say 'excuse me, please', when they want to pass by. Children build strong bonds with the staff. They spontaneously show affection as they give staff big hugs.

Children learn about how they can reduce the spread of infection, such as catching coughs in their elbow, washing hands after blowing their noses and disposing of the used tissues afterwards in the bin. Children are keen learners. They make choices from a wide range of stimulating resources and activities. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

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

- Leaders have high expectations about what children can achieve. They have planned a broad, ambitious curriculum based on children's learning needs and interests. Key persons know about each child's specific care and learning needs. They use this to help children develop and progress in their own individual and unique ways. However, in the absence of key persons, cover staff are not always fully aware of what children need to learn next, which hinders children's progress during these times.
- Leaders carry out regular observations of staff practice and provide timely feedback on where staff can improve their teaching further to enhance children's learning. Leaders provide a programme of training to develop staff knowledge and refresh their skills. However, development opportunities for less-experienced staff to enhance their interactions with children are not always as robust.
- Leaders monitor children's learning to ensure they are making good progress from their starting points. Where leaders identify gaps, they are quick to provide additional support and to seek intervention from outside agencies, when needed. The manager ensures that any additional government funding received is used to help to address any gaps in children's learning.
- Support for children with SEND is strong. Leaders ensure that parents and other agencies are fully involved and targeted interventions are in place. This helps to ensure the care for these children is tailored to their individual needs, so they

make the progress they are capable of.

- Staff focus on children's communication and language development and provide children with well-planned learning experiences that promote children's listening, understanding and speaking skills. Pre-school children learn about positional language and say whether objects are 'below, next to', or 'above'. Two-year-old children explore the meaning of words 'fast, slow, loud' and 'quiet'.
- Staff manage children's behaviour effectively. They help children to self-regulate their emotions, such as when they become overwhelmed or upset. Children behave well. They share resources and play cooperatively. For example, they take turns to make pretend cups of tea for each other in the role-play area. Staff provide children with praise and encouragement, which helps to build children's confidence and self-esteem.
- Staff support children to learn about healthy lifestyles. Meals provided by the nursery are nutritious and balanced. Children learn about the importance of good oral health and healthy eating. Outdoors, children enjoy high-energy play in the fresh air.
- Staff help children to develop a love of books. Two-year-old children use phrases from their favourite stories in their play, such as 'stumble trip'. Pre-school children become animated as they listen to a member of staff tell a story using props.
- Children proudly complete tasks for themselves and demonstrate a can-do attitude. They enjoy the challenge of serving themselves, learn to use cutlery safely and pour their own drinks. Babies concentrate as they work out how to separate stacking tubes.
- Parents are very happy with the nursery. They comment on how they receive regular information about their children's progress as well as plenty of opportunities to exchange information about what their children are doing at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place a high priority on children's safety. Staff supervise children closely and maintain adult to child ratios, as required. Leaders have robust recruitment procedures in place to help to deem staff suitable to work with children. All staff have a secure understanding of the possible signs and symptoms of abuse and neglect. They know when and where to refer any concerns they may have about a child in their care. Staff check the premises and resources daily to ensure the environment is safe for children to play in. Effective procedures are in place for children with food allergies. Accidents are recorded and reported appropriately.

What does the setting need to do to improve?

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

- strengthen information sharing between staff, so that all adults working directly with children have a secure understanding of children's learning needs
- provide more guidance and support for less-experienced staff on how to extend activities that further promote children's learning.

Setting details

Unique reference number	2678363
Local authority	Stoke-on-Trent
Inspection number	10277717
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	122
Number of children on roll	114
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01782 966848
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Hanford registered in 2022. The nursery employs 13 members of childcare staff. Of these, 11 staff hold early years qualifications at level 2 to level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year old children.

Information about this inspection

Inspectors

Karen Laycock
Anne Dyoss

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 manager and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery.
- The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors held discussions with the management team, as well as staff throughout the inspection. They looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.
- The inspectors took account of the views of parents spoken to on the day. They also spoke to children about their experiences 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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