

Inspection of Kids Planet Wetherby

Crossley Street Primary School, Crossley Street, WETHERBY, West Yorkshire LS22 6RT

Inspection date: 20 February 2023

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

Overall, children are interested in the inviting activities on offer. For example, babies are drawn to a play tray filled with farm animals. Staff support them to sing familiar nursery rhymes, while learning the animal names and sounds. Toddlers enjoy using brushes to paint large plastic insects, which supports their fine motor development. Older toddlers are intrigued by the opportunity to make their own play dough. Staff encourage children to discuss the ingredients and to explore colours and textures. In the pre-school room, staff use whole-group teaching to skilfully help children to build up their speaking and listening skills to prepare them for starting school.

Children follow the nursery's routines. For example, they line up to wash their hands and switch on their 'listening ears' at carpet time, showing they are ready for learning. However, staff do not consistently support children in understanding the rules and boundaries. The nursery has been impacted by recent ongoing recruitment issues. This has resulted in some inconsistencies in the delivery of the curriculum and the quality of the environment. Despite this, the remaining permanent staff work hard to ensure that children are content and they receive a good quality of care.

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

- The manager has an overview of the curriculum and knows what she wants children to achieve. However, this is not always demonstrated in practice. The quality of education is variable and children's experiences are not consistent throughout the nursery. Some staff do not role model language well and display low levels of enthusiasm when talking to children. This limits some children's acquisition of new language and confidence in developing their speech.
- The manager has identified promoting children's independence as a key learning intention. There is some evidence of this, for example older toddlers serve their own meals and older children show independence in toileting and handwashing. However, there are inconsistencies in staff's expectations throughout the nursery. For example, during snack time, children watch while staff dip individual tortilla chips into a sauce and pass it to them. This limits children's participation and their understanding of what they are capable of.
- The ongoing recruitment issues have put a strain on the key-person arrangements in the nursery. The reliance on agency staff means that not all staff know children's names or needs. However, the staff who do know the children work hard to support them and are attentive in their care. For example, they focus on the individual learning needs of each child who joins in with an activity.
- Staff support pre-school children to identify and regulate their emotions. This

helps children to play and learn in a calm environment. However, inconsistencies in supervision and deployment of staff lead to deterioration in children's behaviour. For example, some children climb onto furniture or engage in boisterous play. As a result, staff do not consistently support children's positive attitudes to their learning.

- Staff deployment is variable across the nursery and, as a result, children in the different rooms are not getting equal levels of support with their learning and development. For example, in the baby room, staff support babies' interests and stimulate them through the wide range of toys and books available. However, in the toddler room, some staff focus on cleaning the outdoor area, rather than interacting with children.
- Although plans are in place to develop the outdoor environment, the impact of the indoor learning environment is not always given full consideration. For example, there is furniture covered in pen scribbles, which does not help to teach children how to respect and care for their surroundings. At times, staff play loud music, which impedes children's ability to fully listen and concentrate on activities.
- Staff support children with special educational needs and/or disabilities (SEND) well. Children benefit from bespoke activity programmes and support from outside agencies. Staff are provided with ongoing training to support children with SEND, for example, through weekly training in British Sign Language.
- The manager is new to the nursery but demonstrates the skill and determination needed to rapidly improve the provision. She is also supported by the wider Kid's Planet management team, who are fully invested in ensuring that this setting provides high-quality childcare and education.

Safeguarding

The arrangements for safeguarding are effective.

The management team have robust procedures in place to ensure the safe recruitment of staff and make sure that all staff remain suitable to work in the nursery. All staff are provided with safeguarding training as part of their induction. They are supported in their continued knowledge and understanding of safeguarding and child protection practice. Staff are aware of the signs and symptoms of abuse and know how to respond if they were concerned about the welfare of a child. The designated safeguarding lead is aware of how to respond to safeguarding concerns, including if there was an allegation against a staff member.

What does the setting need to do to improve?

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

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| | Due date |
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| strengthen the curriculum to fully support children's development in all programmes of learning in the early years foundation stage | 20/06/2023 |
| review and improve the key-person system to ensure that all children have a dedicated key person who fully understands their developmental needs | 22/05/2023 |
| ensure that staff are deployed effectively, so that their time is spent meeting children's learning and developmental needs. | 06/03/2023 |

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

- support staff to follow consistent behaviour strategies to help children to learn about boundaries and why they are needed
- help children to focus on developing their speaking and listening skills, such as by giving more consideration to the learning environment and reducing distractions, such as loud music.

Setting details

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| Unique reference number | 2685788 |
| Local authority | Leeds |
| Inspection number | 10278356 |
| 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 | 64 |
| Number of children on roll | 64 |
| Name of registered person | Kids Planet Day Nurseries Limited |
| Registered person unique reference number | RP900964 |
| Telephone number | 01937584000 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Kids Planet Wetherby registered in 2022 and is located in West Yorkshire. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including the manager, who holds a qualification at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week's closure at Christmas. 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

Inspector

Dani Taylor

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the management team about the leadership and management of the setting.
- The management team spoke to the inspector about how staff support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager showed the inspector documentation to demonstrate how the ratio requirements are met within the setting.

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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