

Inspection of Kids Planet Shrewsbury

Battlefield Road, Shrewsbury SY1 4AN

Inspection date: 2 March 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 at the nursery with big smiles on their faces and are eager to play with their friends. Staff have a caring approach with the children and help them to settle quickly into their rooms. Children demonstrate that they are happy and feel safe. Older babies explore sensory activities that help to promote their communication and language. For example, staff use words such as 'swish' to describe what the children are doing as they use the basil leaves as brushes to paint with. Children actively engage when familiar stories are read to them. They listen carefully to the staff and squeal with delight and excitement as they hunt for a 'bear' in the outside area. They show their love of stories as they ask for another and sit together in a circle on the logs.

Babies become fascinated as they discover a bucket of sand, and they concentrate as they make marks in it with their fingers. Children receive an abundance of praise for their achievements, such as when they successfully climb, balance and go down the slide in their room. They respond warmly and giggle at the praise they receive. Children develop good independence skills. For example, pre-school children use a knife and fork at mealtimes and use small jugs to pour their water into beakers. In addition, children learn to put on their own coats and wellington boots before they go outside.

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

- The new manager has a clear intent for the curriculum. There are high expectations for children's personal, social and emotional development to support children with transitions. Staff attend regular staff meetings to discuss children's development and monitor their progress. They take prompt action to ensure that no child falls behind and that they gain a solid foundation for their future learning. All children make good progress.
- Children have a wide range of resources available to them inside and outdoors. Resources are on low shelves or containers so that children can access them easily. Staff support children to investigate and explore different resources as they play. However, during the day, children's learning can be hindered by a lack of organisation of the learning environments. Some equipment is scattered or not replenished, and some children find it difficult to fully explore resources, develop their curiosity and remain engaged.
- Children's behaviour is good. Staff consistently manage children's behaviour when conflicts arise. They come down to children's eye level to clearly explain what the expectations of behaviour are. Children learn how to manage their feelings when they become overwhelmed. This helps to promote children's self-confidence and sense of worth.
- Children enjoy a variety of home-cooked meals. There are robust allergy-

management procedures in place to ensure that children eat the right foods. Children sit together and with staff at mealtimes. They are polite and use their manners when asking for more food.

- Children have daily opportunities for fresh air and exercise outdoors. They develop their climbing and coordination skills as they use the wooden structures and ride-on toys in the garden area. Staff plan sports activities to help children to extend their skills in balancing, jumping and kicking. Children listen intently, follow instructions and learn the importance of spatial awareness to reduce the risk of bumping into their friends.
- The special needs coordinator works closely with parents, staff and other professionals involved in children's lives. They ensure that planning is finely targeted to enable children with special educational needs/and or disabilities (SEND) to make the best possible progress. Funding for children with SEND is used to provide additional staff training and to purchase specialist resources.
- Parents are happy with their children's care and education. They appreciate the information that they receive through the online application and verbally at the end of each session. However, some parents said that they did not know about their child's key person and feel that information could be shared in a more-timely way. That said, most parents feel that they can talk openly with staff and have good relationships with the staff.
- Staff benefit from regular supervisions and opportunities to discuss their ongoing professional development. They attend a range of training to help to build on their knowledge and enhance practice. Staff speak highly of the support that they receive to ensure their own well-being and report that they feel valued. This has a positive impact on the quality of care that they provide for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have recently completed safeguarding training and have a secure understanding of what they must do if they are worried about a child's welfare. They know about the signs and symptoms that could indicate that a child is at risk of harm. Staff know the procedures to follow if there is an allegation against a member of staff. They carry out risk assessments effectively and ensure that the environment remains safe and secure. Managers follow robust recruitment procedures and ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- enhance the organisation of the environment and support children's access to stimulating, engaging and challenging resources and experiences throughout the sessions

- strengthen the key-person system and information-sharing with parents.

Setting details

Unique reference number	2640674
Local authority	Shropshire
Inspection number	10279095
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	120
Number of children on roll	160
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01743 664447
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Shrewsbury registered in 2021. There are 28 members of staff employed to work with the children. Of these, five hold an appropriate early years qualification at level 6, seven at level 3, two at level 2, 12 are unqualified, and there are two apprentices who are working towards qualifications. The nursery is open Monday to Friday from 7am until 7pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Katherine Wilson
Beverley Devlin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children and staff spoke with the inspectors during the inspection.
- The special educational needs coordinator spoke about how they support children with special educational needs and/or disabilities.
- The inspectors carried out joint observations with the manager and deputy.
- Parents and grandparents shared their views of the setting with the inspectors.
- The inspectors were shown records and documentation to demonstrate the suitability of staff.

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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