

Inspection of Kids Planet Fazakerley

Field Lane, Liverpool L10 0AG

Inspection date: 8 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy a range of experiences at this happy nursery. Babies have fun as they splash in the water tray. They learn to balance and stand as they hold on with one hand. The environment encourages babies to explore and investigate as they develop their physical skills and confidence. Older children enjoy jumping and shaking their bodies as they listen to instructions from their sports coach. They develop their listening and attention skills ready for when they start school. At the play dough table, children carefully place twigs into their cake. They are revisiting experiences and building on their previous learning.

Outside, children make suggestions as they look through their telescope and spot a 'shark' while on a treasure hunt. Staff follow the children's lead within play effectively. Children are given lots of praise and encouragement as they walk across the 'wibbly wobbly bridge'. They are developing their imagination during play.

Staff have high expectations for children's behaviour. Pre-school children are reminded of the golden rules before activities. For instance, they patiently stand in line as they wait to go outside. Babies calmly sit in their chairs as they wait for their lunch, as they understand the routine and what will happen next.

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

- The nursery manager has a good understanding of the strengths of the nursery and areas for improvement. Staff well-being is a priority, and leaders offer lots of support to staff. They also provide opportunities for staff to develop their skills and knowledge through training, supervision and peer-on-peer observation. Staff appreciate their continual professional development and feel valued. As a result, the nursery offers ongoing, high-quality teaching and learning.
- The special educational needs coordinator (SENCo) is passionate about the work she does. Managers and staff also understand the specific needs of children with special educational needs and/or disabilities (SEND). Staff identify and intervene when children need help with their learning. For example, children's communication and language development is monitored well through regular assessments and screening. This leads to targeted activities, which supports children's development. Partnership working with parents and, where necessary, other professionals ensures that children receive appropriate support as they prepare to start school.
- Staff know their key children well. Regular assessments identify if children are making progress. A review of children's next steps and interests are also undertaken. Changes are regularly made to the environment to reflect children's interests. This results in children accessing an environment that considers their

individual needs and next steps in learning. Children are making good progress.

- Children learn about their own and other's feelings. Staff support them in sharing and taking turns when they want the same toy. Children respond well to this because they are developing a sense of what is right and wrong. They quickly accept that they will need to wait but will soon have their turn. They respect staff and are developing the resilience needed to cope when things do not go the way they want them to.
- Children are developing their independence throughout the nursery. They are taught how to put on their coats and shoes. At lunchtime, they carefully pour their own drink and use utensils. Younger children feed themselves with spoons. They practise this within their play as they scoop cereal into containers. Staff offer children lots of praise and encouragement as they have a go at activities. This is building children's confidence when accessing new opportunities.
- The curriculum for literacy is strong. Quiet areas within each room gives children space to enjoy books with staff or independently. However, mathematical development is not offered in the same way. Opportunity to learn about number is limited, and mathematical language is not consistently used or modelled to children. As a result, children are not accessing the same opportunities to develop their mathematical skills ready for school.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of how to keep children safe through frequent training and discussions. Daily risk assessments ensure that the premises are free from hazards, both indoors and outdoors. Recruitment procedures are robust along with effective induction and ongoing support to monitor staff suitability to work with children. All staff speak confidently about types of abuse and signs and symptoms children may display. They understand the action to take if they have a concern about a child being at risk of harm. Staff also understand whistle-blowing procedures and the action to take if they have a concern about the behaviour of a member of staff.

What does the setting need to do to improve?

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

- provide more opportunity for children to access and develop mathematical concepts and language.

Setting details

Unique reference number	EY499318
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10281983
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	145
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0151 293 0384
Date of previous inspection	30 May 2018

Information about this early years setting

Kids Planet Fazakerley registered in 2016 and is located in Fazakerley. The nursery employs 34 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 and above, including one with early years professional status. The nursery opens from Monday to Friday, all year, excluding bank holidays. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Burgeen

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023