

# Inspection of Kids Planet Leigh

126 Wigan Road, Leigh WN7 5DR

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Inspection date:

22 March 2023

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## **Overall effectiveness**

## **Requires improvement**

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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**

The nursery has gone through a period of significant change since being taken over by the new provider. To make better use of space, and to help meet children's individual needs, children are now being cared for in different rooms and spaces, and in some cases by different staff. Although this has led to some improvements in children's behaviour, it has also led to some children being unsettled and upset. In addition, when implementing these changes, full consideration has not been given to the needs of young children who require a sleep.

Children are cared for in a clean, safe, well-maintained environment and benefit from freshly prepared, healthy meals and snacks. Children are developing strong relationships with caring, friendly staff. Staff know the children well, partly due to taking time to talk to parents about the child's experiences at home. Children are making friends and learning to share, take turns and consider the feelings of others. Children are developing their communication and language skills, but they require better support from staff to help them catch up. Babies are confident to explore and practise crawling and walking. Older children enjoy making large movements like dinosaurs and holding, stretching and balancing when learning rugby skills outdoors. Children enjoy taking part in interesting activities. Leaders have plans to improve the provision, to enable staff to better support children's learning and development.

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

- The relatively new manager is being supported daily by the senior leadership team to develop the knowledge and skills required for the role. There is a clear vision and plans in place for the continuous improvement of the nursery. Although these are starting to have impact, some changes have been less successful. Plans need further reflection and embedding in order to deliver provision of a consistently good quality.
- The manager has aspirations for what children can achieve and a clear understanding of what she wants children to learn across the nursery. However, some staff require more time and support to enable them to consistently implement a suitably challenging curriculum so that all children make good progress.
- Staff plan and provide activities that interest and engage children most of the time. However, staff are not always clear on what they want children to learn or develop and how they will achieve this. As such, although children join in and play, there are often periods where no intended learning is taking place.
- Following the impact of the COVID-19 pandemic, there is a clear focus across the setting to support children's communication and language development. Staff have access to a range of tools and training to help develop their teaching

in order to support children's learning. Some staff do this well. However, others do not do so consistently, and sometimes the learning environment is very noisy. Opportunities for children to hear and practise new words and sentences to develop their vocabulary are at times limited.

- Children with special educational needs and/or disabilities have access to an area special educational needs coordinator (SENCo), who supports the nursery SENCo and staff well. Together, they monitor the progress of children and ensure that referrals are made to other services, where necessary, in a timely manner. Staff are supported well and are developing their understanding and ability to meet the needs of all children.
- The appointment of a dedicated sports coach, who helps to support children, particularly those with SEND, is having a positive impact. Most children take part and clearly enjoy the opportunities to develop their physical skills, as well as their vocabulary, counting and number skills, in a fun way. They are also learning important rules of sportsmanship and how to listen to and follow instructions, take turns and share. This helps to prepare them for future learning.
- Some staff have found the many recent changes to the management of the nursery unsettling. However, staff report they are being supported by the senior leadership team and manager, both in relation to their health and well-being and their professional development. They value the robust induction programme and say they can see the positive impact of changes and how things are improving for the better for children.
- The pre-school room leader is supporting staff to help children be ready for school. There is a clear focus on developing children's confidence, independence and emotional security, particularly for those with SEND. This is helping children to prepare for and manage this significant change when the time comes.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are safe and secure. Leaders and staff know what they would do if they had concerns about a child. However, staff would benefit from training and support to develop their professional curiosity when working with other agencies involved with a child. Staff understand what to do should children become ill when in their care and how to appropriately administer medication. A system is now in place to ensure there is always a working thermometer available so that children's temperature can be closely monitored.

## **What does the setting need to do to improve?**

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

- strengthen leadership and management and securely embed plans for

improvement to deliver provision for children that is of a consistently good quality

- develop effective supervision for all staff in order to support their professional development and continuous improvement
- improve the provision to support children's communication and language development so all make good progress.

## Setting details

<b>Unique reference number</b>	2710737
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10283041
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	135
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	01942 606222
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet Leigh registered in 2022. 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. The nursery employs 14 members of childcare staff. Of these, 11 hold qualifications at a minimum of level 2.

## Information about this inspection

### Inspectors

Rachael Flesher  
Angela Rowley

## 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 has 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 their children to learn.
- The inspectors talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the nursery manager and members of the senior leadership team about the leadership and management of the setting.
- The SENCo spoke to the inspectors about how they support children with SEND.
- The inspectors observed the interactions between staff and children and carried out joint observations of group activities with the manager.

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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