

Inspection of Kids Planet Knaresborough

Unit 4a, Mercury Court, Manse Lane, Knaresborough HG5 8LF

Inspection date:

15 May 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Leaders have a realistic awareness of the areas that need improvement and are working closely with the recently promoted manager. She is well qualified and has begun to reflect on the quality of the provision and made positive changes. For example, babies and toddlers have a new routine and play in a safe and interesting environment.

Following a recent recruitment drive, until new staff can join, leaders ensure that they use the same qualified cover and agency staff to ensure continuity for children. However, these changes mean the quality of staff practice varies and is still not consistently good across all areas of the nursery. Although staff understand the curriculum aims, some are unsure of the order in which children learn new skills to ensure that children's learning is sequenced effectively throughout the nursery.

Nevertheless, children are settled and confident to join in with the experiences on offer. Children make choices about their learning and are independent. Babies develop good physical skills as they climb steps to use the slide and manipulate metal utensils in the outdoor mud kitchen. Older children select activities to further develop their mathematical and literacy skills and build foundations for future learning.

Staff are kind and caring towards babies and children, and tend to their individual needs well. Children have plenty of opportunities for exercise. They run around and balance on blocks and beams. Overall, children are happy and confident.

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

- The senior management team is eager to improve practice. Senior managers recognise that recent staffing issues have led to a slight decline in the quality of the provision. However, the current weaknesses do not have a significant impact on children.
- Room leaders and key persons support children's learning well. For example, they explain activities, model new skills and talk to children during play and routines. However, some cover and agency staff do not use what they know about children's next steps in learning to support their good progress. Some children are not fully engaged in their play and learning. This is because activities are not well tailored to meet their needs to help them build on what they already know and can do. At times, there are not enough resources set up in some outdoor areas to effectively develop children's interests or individual learning goals across all areas of learning.
- Overall, staff say they feel supported and have been given information about

their roles and responsibilities. Leaders support staff to gain higher childcare qualifications. Staff comment that they benefit from regular in-house training, for example, specialist baby training, planning and the key-person role.

- Staff manage children's behaviour effectively. Children show they feel safe and secure. They ask adults for help when needed and are aware of staff's expectations for behaviour. For example, when staff ring a bell, pre-school children listen to the information staff share and the instructions they give. However, some cover staff are not aware of this routine that supports children's move on to school.
- Staff teach children about ways to stay safe and healthy. They talk about the benefits of healthy diets at mealtimes. However, occasionally, staff miss chances to maximise learning opportunities during children's discussions and routines. For instance, staff miss chances to praise children as they pretend to make healthy smoothies. They do not extend conversations about why eating too much pizza every day is not good for our bodies. They miss chances to discuss mathematics, sharing and fairness as they divide the pizza up.
- Staff and management have positive relationships with parents and share information effectively. Parents value the regular updates on their children's learning and appreciate extra hints and tips. For instance, they share recipes on 'What's Cooking Wednesdays'. Staff offer booklets to help them prepare their child for school. Parents comment, 'Staff have always got time for us'.
- Staff care for children with special educational needs and/or disabilities well. Staff know their individual needs and work closely with parents and other professionals. This joined-up approach helps to ensure that activities and routines benefit children and help them to learn and develop.

Safeguarding

The arrangements for safeguarding are effective.

Leaders' recruitment and induction of new staff is robust. This helps to ensure the suitability of all adults who work with the children. All staff, including agency staff, receive regular training to help ensure that they have a current knowledge of child protection issues. Staff recognise the signs and symptoms that may indicate a child is at risk of harm. They know the correct procedure to follow if they have any concerns about a child or the behaviour of a colleague. The environment is risk assessed throughout the day and the premises are safe and secure.

What does the setting need to do to improve?

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

- continue to support staff in the implementation of the overarching curriculum intentions throughout the day, to drive maximum development in the children
- ensure that all staff, including cover staff and agency staff, use what they know

about the children's next steps in learning to consistently encourage children to engage successfully and build on what they already know and can do

- ensure that there are sufficient resources outdoors to promote children's individual learning and development in all areas of learning
- continue to improve staff's skills to help them make the most of all opportunities, including routines and mealtimes, to extend children's learning even further.

Setting details

Unique reference number	2683676
Local authority	North Yorkshire
Inspection number	10291336
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	92
Number of children on roll	103
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01423866169
Date of previous inspection	16 August 2022

Information about this early years setting

Kids Planet Knaresborough, in North Yorkshire, registered in 2022. The nursery employs 16 members of childcare staff. Of these, six hold an appropriate early years qualification from level 6 to level 2. When required, qualified agency staff are also used. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider
- The inspector undertook a learning walk with the manager to discuss the way the curriculum is organised. They carried out two joint observations together.
- The inspector observed staff interactions with children during play activities, indoors and outdoors, and looked at available resources.
- The inspector held a leadership and management meeting with the manager and senior leaders. She spoke to staff, parents, children and the special educational needs coordinator at appropriate times during the inspection.
- The inspector looked at a range of documentation relating to safeguarding and welfare, as well as registers, complaints and training certificates.
- The inspector spoke to several parents and considered parents' views through written feedback.

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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