

Inspection of Kids Planet Anchorsholme

Anchorsholme Academy, Eastpines Drive, Thornton-cleveleys FY5 3RX

Inspection date: 17 May 2023

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|----------------------------------------------|----------------|
| 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 learn about the natural world around them. They enjoy walks to the local park and library. On their return, children talk with staff about the flowers they found. Older children talk excitedly about starting school in September. They speak of the friends who are going with them and of others who will be going to a different school. Children are well prepared for important transitions in their lives.

Babies' needs are well met. Staff know them well and are responsive to their requests. Children listen intently as staff sing to them while they enjoy their lunch. They attempt to feed themselves and communicate when they have finished. Babies understand the routine. Relaxing music creates a calm environment for them to settle to sleep. Babies feel safe and secure.

Children access resources that promote all areas of learning. They carefully fill and empty containers in the water tray. Children learn simple mathematical concepts, such as full and empty. They explore play dough. Children carefully break off pieces and place them in small containers. This supports their interest and results in good levels of engagement. Using their fingers to pull and squeeze, children develop the small muscles in their hands.

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

- The nursery has been through a period of significant transition. A new manager is in post, and changes of staff within rooms has created new teams working together. There are some minor inconsistencies in the quality of teaching and the full implementation of the curriculum. Leaders have plans to continue to embed this and support staff to raise the quality of teaching to the highest level.
- Children's development is regularly reviewed by their key person. Observations demonstrate what children can do. Staff also consider children's interests when planning experiences to offer them. Termly assessments identify what children need to know next. Gaps in learning are also identified, and plans are put in place. Children are making good progress.
- Children understand the expectations staff have of them, and overall behaviour is good. Children learn to share and take turns. Staff are attentive to their needs and provide support when children struggle with this. Children are supported to manage their own emotions. They develop an understanding of feelings.
- Children learn important skills that will prepare them for school. They are taught how to use the toilet and wash their own hands. Children fasten coats and put on their own shoes. They learn to listen to adults and follow instructions. Children have opportunities to make choices within their play and develop their interests. Children's independence and confidence are well promoted.
- Children understand and follow the daily routine. However, some routines are

not as well embedded, particularly at the start of the day. Some children find it unsettling when rooms join up in the morning. In addition, after breakfast, some staff set up the indoor activities for the day. At the same time, other staff set up the outdoor area. Staff do not always maintain effective deployment or high levels of organisation of activities on offer to promote children's engagement. For a brief period of time, it becomes disorganised for children. This does not ensure that children always access a consistently high-quality provision.

- Two-year checks are completed effectively and used as an opportunity to monitor progress. The setting works closely with health visitors when developmental concerns are identified. Children with special educational needs and/or disabilities (SEND) are well supported. Close partnership working with professionals and parents provides children with the targeted help they need. All children make the progress they are capable of.
- Parents and grandparents speak highly of the nursery and the staff, who are very supportive. However, some parents raise concerns that they were not fully aware of recent changes at the nursery. Although information is updated regularly on a digital platform and display boards in the rooms, these may not be accessible to everyone. Some parents are not consistently updated about changes that may affect their child.

Safeguarding

The arrangements for safeguarding are effective.

Daily risk assessments ensure that the premises are free from hazards, both indoors and outdoors. Staff access training to develop their knowledge of how to keep children safe. Safeguarding information is readily available for staff, ensuring that they always have access if they are unsure about policy or procedures. Staff understand the signs and symptoms of abuse and 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 concerns about the behaviour of a member of staff. Intensive induction procedures support new staff to understand the policies and procedures from the outset.

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 developing their practice, in order to raise the quality of teaching to the highest possible level
- review the organisation of the morning routine so that children can receive a consistently high-quality provision at all times
- review information sharing and provide opportunities for all parents to be included in updates regarding the nursery and to promote effective partnership working.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 2701367 |
| Local authority | Blackpool |
| Inspection number | 10292045 |
| 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 | |
| Number of children on roll | 119 |
| Name of registered person | Kids Planet Day Nurseries Limited |
| Registered person unique reference number | RP900964 |
| Telephone number | 01253 829295 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Kids Planet Anchorsholme registered in 2022 and is located near Blackpool. The setting is part of a large nursery chain. The setting employs 20 members of childcare staff. Of these, one holds early years teacher status and 19 hold appropriate early years qualifications at level 2, 3, or 4. The setting opens from Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7.30am until 6pm. The setting 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.
- We carried out this inspection because of a risk assessment, following information we received about 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 special educational needs coordinator 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.

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