

# Inspection of Kids Planet Blackpool

The Vicarage, Egerton Road, Blackpool FY1 2NP

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Inspection date: 31 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the nursery happily and rush off to see their friends. Staff build positive relationships with the children that help them feel safe and secure. For example, babies go to the staff for reassurance when visitors come into the room. Consequently, they settle quickly and are soon engaged in their play. Children develop an awareness of reading for pleasure. Babies cuddle up to staff as they read books together. Older children sit together outdoors reading to each other. Children are curious and are keen to explore new things. For example, they are intrigued by the berries on the tree and ask if they can eat them. Staff guide the conversation and encourage children to consider if this would be safe. They help them to study what they can see and to predict what may happen. This helps children develop problem-solving and critical thinking skills that support lifelong learning.

Children behave well. They learn to wait for their turn on the slide and share their resources well with their friends. Staff encourage children to be independent. Children help to set the table for meals and attempt to put on their shoes. This helps them prepare for the next stage in their lives. Children are supportive of one another. They actively encourage their friends to try new things and to persevere. For example, children cheer on their friends as they attempt to walk across the balance beam unaided. This successfully fosters children's confidence and self-esteem.

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

- An enthusiastic manager leads the setting. There have been some staffing changes in recent months. There is a strong commitment to develop the new team. Leaders prioritise staff training and the emotional health and well-being of staff. Systems for supervision and professional development help to ensure staff remain skilled and knowledgeable about their roles and responsibilities.
- The manager and staff plan a wide and varied curriculum. This has a strong focus on the development of children's communication and language skills. Staff have a good understanding of how children learn. However, on occasion, they do not take account of the children's stage of development and the group dynamics. Therefore, they do not always make the most of the activities available to extend children's learning.
- Children are starting to develop an awareness of the importance of looking after their physical development. They enjoy taking part in yoga and activities that help them to identify changes in their bodies. However, staff do not always encourage children to learn to wipe their noses or to dry their hands properly after washing them. This does not help children to develop healthy habits and routines.

- Staff working with babies ensure that their care needs are well known and met. They seek information from parents to help create a familiar routine. For example, staff ensure that babies have their comforters at sleep times. This helps the babies to settle quickly.
- Staff encourage children to develop good listening skills and to follow instructions. Most staff regularly introduce new words and vocabulary to children, such as 'tyrannosaurus', 'dinosaurs' and 'stomp'. Children develop confidence to use these words in their play.
- Children talk about 'more', 'bigger' and 'smaller' as they compare the size of outdoor equipment. Older children are confident to count to five and beyond and recognise different shapes in the environment. Staff use counting songs well to introduce younger children to numbers and counting. Consequently, children are developing an awareness of early mathematical concepts.
- Support for children with special educational needs and/or disabilities (SEND) is good. The special educational needs coordinator (SENCo) has a deep understanding of each child's needs. Parents said that they are 'extremely grateful' for the support provided for their children and themselves. Staff work effectively with other professionals to ensure children get the right support. This means that children make as much progress as possible.
- Partnership with parents is good. Parents spoke about the 'excellent support' provided and said that their children are 'happy, settled and are making good progress.' The parent online app works well and means parents are informed about their child's day at the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Robust recruitment, vetting and induction help to check the suitability of staff. The manager and staff have a good understanding of their roles and responsibilities in relation to safeguarding. They act swiftly to identify any concerns and ensure that the safeguarding partners are notified. This helps to keep children safe. Staff are deployed effectively and supervise the children well. In addition to their regular training, staff complete quizzes and on-the-spot questions to help keep safeguarding at the forefront of their practice. Risk management strategies are secure. This means the setting remains secure and safe for children to play.

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

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

- strengthen hygiene practices to help children consistently learn how to keep themselves and others healthy
- identify more clearly what children are to learn so that all staff can help children to gain the most from the available activities.

## Setting details

<b>Unique reference number</b>	2670577
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10294819
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	87
<b>Number of children on roll</b>	137
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	01253 749585
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet Blackpool registered in 2022. The nursery employs 21 members of childcare staff. Of these, two hold an appropriate early years qualification at level 2, seven hold a qualification at level 3 and three hold a qualification at level 6, of whom one holds early years teacher status and two hold early years professional status. The nursery opens Monday to Friday, from 8am until 6pm, all year round, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Chris Scully

## 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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between the staff and children.
- The manager and the inspector carried out a joint observation in the baby room.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector 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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