

Inspection of Kids Planet Day Nurseries Limited

Inspection dates: 23 to 26 May 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Kids Planet Day Nurseries Limited (Kids Planet) is an independent learning provider based in Knutsford, Cheshire. It specialises in training for the early years sector. Apprentices are based in 125 children's day nurseries mainly in the North West but also across the North East, Yorkshire and Humberside, West Midlands, East Midlands and the South East. Most apprentices are based in Kids Planet nurseries. At the time of the inspection, there were 410 apprentices in learning. Seventy-five apprentices were under 18 years of age. One-hundred and thirty-four study the level 2 early years practitioner, 224 study the level 3 early years educator and 52 study the level 5 early years lead practitioner apprenticeships. Kids Planet has recently introduced the level 3 team leader and the level 5 operations or departmental manager apprenticeships. Less than five apprentices study these apprenticeships.

What is it like to be a learner with this provider?

Apprentices are enthusiastic and enjoy their learning. They take pride in their work. Their attendance at learning sessions is high, and apprentices are punctual. Tutor assessors create calm and purposeful learning environments. They have high expectations of apprentices. Tutor assessors work closely with employers to ensure that apprentices understand the professional behaviours expected of them. As a result, apprentices' behaviour and conduct are consistently good.

Apprentices state that the professional development opportunities that Kids Planet offer are 'absolutely phenomenal'. They say that staff are 'forward-thinking', supportive and inspirational. The team of extremely dedicated tutor assessors and team leaders are committed to ensuring the best outcomes for all their apprentices.

Apprentices develop substantial new knowledge, skills and behaviours because of their training. For example, apprentices learn the theories of child development such as the work of Vygotsky, Bandura and Piaget. They use this new learning to confidently support children by providing structured learning to help them develop their phonics skills and write their names. Apprentices learn about creativity in children and develop mud gardens to allow children to explore their curiosity and imagination. This results in apprentices contributing effectively to their workplaces.

Apprentices receive useful information, advice and guidance about their career choices at the beginning of and during their apprenticeship. They understand the content of the apprenticeship and how it will help their career progression. Apprentices have a good understanding of careers and higher-level courses in the early years sector, for example level 5 early years apprenticeships becoming nursery managers or completing early years initial teacher training programmes. Tutor assessors provide apprentices with information about different opportunities beyond their current employment such as becoming teaching assistants in schools.

What does the provider do well and what does it need to do better?

Leaders' and managers' rationale for their curriculums is clear. They are passionate about their provision and have created a culture of high expectations for their apprentices. Leaders and managers offer a range of early years apprenticeships to meet sector skills requirements. Leaders provide a high standard of training that ensures apprentices are competent and caring early years professionals.

Leaders and managers work closely with stakeholders, for example the Greater Manchester Combined Authority, on projects such as training level 2 male apprentices in Kids Planet nurseries. This helps to reduce skills shortages in the early years sector and encourages males to work in early years, where they are significantly underrepresented.

Most tutor assessors use the results of assessments of apprentices' starting points to plan learning. They carefully consider the order in which they teach topics so that apprentices

build their knowledge and skills coherently. However, a few tutor assessors do not use information about what apprentices already know and can do to plan a tailored curriculum.

Most assessors plan on- and off-the-job training coherently. Employers support apprentices to implement their new learning at work, for example planning play activities with children. This enables them to develop and hone their skills quickly, take on responsibilities and work independently. In a few instances, tutor assessors do not always plan this effectively. In these cases, employers are not sufficiently aware of the topics being taught by tutor assessors. These apprentices do not practise what they have learned swiftly enough. As a result, they do not make the progress of which they are capable.

Tutor assessors provide useful feedback to apprentices following assessment. This feedback enables apprentices to know what they have done well and what they need to do to improve. For example, apprentices use this feedback to improve their referencing and proofreading skills. This results in apprentices improving the quality of their academic work. However, tutor assessors do not always provide sufficient feedback to help apprentices understand what they need to do to improve their work to achieve a merit or distinction grade. As a result, most apprentices achieve a pass grade when they could achieve to a higher standard.

Tutor assessors support most apprentices effectively to develop their English and mathematics. Apprentices receive one-to-one support and attend group sessions to improve these skills. This results in apprentices becoming more confident in using English and mathematics in their personal lives and in the workplace. A very few apprentices make slow progress in developing functional skills in mathematics because the development of these skills is not prioritised early enough in their apprenticeship, which means that they do not complete them on time.

Fundamental British values are promoted well in the workplace and learning sessions. Tutor assessors reinforce apprentices' understanding of British values during learning sessions, which consolidates their learning. Apprentices effectively promote British values with the children in their care, for example through 'learn and share', turn-taking and respecting the opinions and values of others.

Tutor assessors accurately identify when apprentices are falling behind in their studies. However, a few tutor assessors do not set apprentices specific enough actions to help them to catch up when they are falling behind. As a result, these apprentices make slow progress.

Governors understand their roles and ensure that leaders and managers meet their statutory responsibilities. Board members receive a range of good-quality information from managers. This helps them to understand the strengths and areas for improvement of the apprenticeship provision. Board members closely monitor the areas that need improvement. They hold leaders to account to make the necessary changes to improve the quality of apprentices' training.

Safeguarding

The arrangements for safeguarding are effective.

Apprentices have a good understanding of how to safeguard themselves. For example, they learn about topics such as coercive and controlling behaviour, gaslighting, grooming and sexual harassment. They know how to report any issues they may have, including safeguarding concerns in the workplace and for the children they care for.

Apprentices complete beneficial training on the threats of radicalisation and extremism. They can recall and articulate their training well. They know the signs to recognise in others if they are potentially being radicalised.

Leaders carefully consider their staff's and apprentices' health and well-being. They provide an employee assistance programme that staff and apprentices can access, for instance if they have concerns in relation to finances, domestic abuse, relationships, family issues, low mood or housing concerns. Staff can also access a counselling service.

What does the provider need to do to improve?

- Leaders and managers should ensure that all tutor assessors use the information about what apprentices already know and can do to plan a tailored curriculum for them.
- Leaders and managers should make sure that all tutor assessors work closely with employers to ensure that employers know what topics are being taught so that apprentices can practise what they have learned and make the progress expected of them.
- Tutor assessors should ensure that they provide consistently high-quality teaching and sufficient feedback to apprentices to help them to understand what they need to do to achieve merit and distinction grades.
- Leaders and managers need to make sure that tutor assessors set specific actions for apprentices who are falling behind in their apprenticeship to help them to catch up quickly.

Provider details

Unique reference number	2626870
Address	Kids Planet Training Academy Mobberley Road Knutsford WA16 8HY
Contact number	01925 753448
Website	www.kidsplanetdaynurseries.co.uk
Principal, CEO or equivalent	Clare Roberts OBE
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the apprenticeship operations and compliance manager as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising apprentices' work, seeking the views of apprentices, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Anita Pyrkotsch-Jones, lead inspector	His Majesty's Inspector
Kim Bleasdale	His Majesty's Inspector
Sue Higginson	Ofsted Inspector
Liz Duncan	Ofsted Inspector
Andy Gadsdon	Ofsted Inspector
Alison Humphreys	His Majesty's Inspector
Suzanne Horner	His Majesty's Inspector

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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

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