

Inspection of Kids Planet Stafford

Lammascote Road, Stafford, Staffordshire ST16 3TA

Inspection date: 11 July 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Babies receive warmth and affection from staff. They go to staff for cuddles and are comforted, which helps them to settle quickly. Babies have many opportunities to move around their environment and develop their physical skills. They crawl and push themselves forwards and backwards to reach toys positioned around the room. Babies who are pulling themselves up have lots of opportunity to practise this skill, which helps them to be able to walk independently.

Children access a wide range of materials throughout the nursery. Older children create pictures using different coloured pens and play with spaghetti and real kitchen utensils in the role-play area. However, the curriculum is not yet fully embedded across the nursery. Teaching is variable, as not all staff understand how to implement the curriculum to ensure that children benefit from the best learning opportunities. Children especially enjoy their time outdoors. They have multiple opportunities to develop their physical skills. They use different materials for climbing and building. They push vehicles around and access a mud kitchen area where they develop their imagination and practise skills such as pouring, filling and stirring. Children develop their confidence as they become adept at using their physical skills to navigate space and create structures with different resources.

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

- Children are generally keen to take part in the activities on offer. They play with water and construction toys, and babies watch inquisitively as mirrors spin around a wooden carousel. Staff plan activities based on children's interests and recent experiences. However, the teaching across the nursery is not consistent. Some staff do not yet understand the curriculum intent fully, which means children do not make as much progress as they could.
- Children follow well-established routines across the nursery. They know what to do at different times of the day, such as preparing an area for lunchtime. However, the organisation of the environment during some parts of the routine means that children do not fully benefit from the learning opportunities being offered. For example, as children listen to a story after lunch, they are interrupted by other children close by who are playing with role-play resources.
- Staff mostly enjoy working at the nursery. They generally feel supported by leaders and have regular meetings to discuss any concerns they have. They receive updates from leaders about any changes in the nursery and have opportunities to access further training. Permanent staff understand the nursery policies and procedures and know how to follow them. However, some agency staff are not as secure in their understanding of what they need to do in some situations. This means there is a risk of some procedures not being followed correctly.

- Older children develop their independence in readiness for their transition to school. They serve themselves food and drinks at lunchtime and help staff to clean up after lunch. They enjoy helping to wipe tables and sweep the floor. They fetch paper towels to dry the floor when they notice areas that are wet after cleaning.
- In general, parents comment positively about the nursery. They comment on the friendliness of staff and the pleasure their children show when attending. Not all parents, however, are aware of who their child's key person is. They comment that communication from staff is not always sufficient to inform them of how their children's day has been or what they have been learning. This means that some parents find it difficult to plan their evening routine or support their child's learning further.
- The leadership team has identified a number of weaknesses in the nursery. They have devised plans to take action to improve experiences for children. Given changes in the staff team and the recentness of development plans, there has not yet been sufficient time for these to be implemented across the nursery. Therefore, children are not yet consistently experiencing high-quality learning opportunities.
- Children follow behaviour expectations. Staff are role models for using manners, and children repeat these throughout different routines in the day. They show respect to staff and their peers and show an understanding of how their behaviour affects others.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. They know the signs that may indicate a child is at risk of harm. They accurately describe the procedures they would follow if they were concerned about a child. They receive regular training to keep their knowledge updated. Leaders and staff know what to do in the event an allegation is made against a member of staff, and they understand the importance of sharing information with relevant agencies. Risk assessments are carried out daily, and any hazards that are identified are quickly acted on to reduce any risk to children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

improve induction arrangements for agency staff so that they fully understand the policies and procedures they need to follow.	04/09/2023
--	------------

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

- improve staff knowledge so they fully understand how to consistently implement the nursery curriculum and offer quality learning experiences for children
- strengthen the organisation of daily routines to help older children gain the most out of their learning
- strengthen information-sharing with parents to ensure all parents know their children's key person and receive information about their child's daily experiences and what they are learning.

Setting details

Unique reference number	2676232
Local authority	Staffordshire
Inspection number	10302230
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	1 to 4
Total number of places	63
Number of children on roll	158
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01785609699
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in 2022 and is based in Stafford. They employ 17 members of staff, of whom one holds a level 6 qualification, eight hold relevant level 3 qualifications and 4 hold relevant level 2 qualifications. They operate all year round, from 7.30am to 6pm. They provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leadership team about the management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the supporting manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The leadership team provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

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

© Crown copyright 2023