

Inspection of Kids Planet Denton

118 Ashton Road, Denton, MANCHESTER M34 3JE

Inspection date: 6 September 2023

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

Staff create a warm and nurturing environment in which children can grow and develop. Staff are aware that children learn best when they feel safe and secure. Staff take the time to get to know the children and plan an inviting range of activities based on the children's interests. Babies seek out specific staff for comfort and reassurance. This means that they settle quickly. Older children are confident to talk to the inspector and explain to them what they are doing. Children show consideration for others when they ask the inspector if they need a table for their laptop.

Staff are aspirational for children and plan a wide range of learning opportunities. As a result, children develop positive attitudes to learning. They persevere at difficult tasks such as completing a jigsaw puzzle or using the rope to climb up the slide. Children 'high five' one another when they succeed. Consequently, children cultivate a positive sense of self and confidence in their abilities. Children acquire a love of reading. The youngest children take pleasure in sitting with staff to read a book. Older children enjoy reading a favourite story with their friends. In addition, children regularly take books home to read with their family.

Children behave well. They play well together and any minor issues are managed well by staff who encourage them to share and take turns. Older children are confident to tell their friends when they are 'not being kind' to them. This helps children to think about what they are doing and to change their behaviour.

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

- Managers work in partnership with the new provider to implement the new curriculum and ways of working. Staff are excited about the future opportunities for themselves and the children. Staff training, development and well-being are key priorities for the provider. Consequently, staff receive the right training and support to fulfil their roles.
- Children engage with a fun and stimulating curriculum that builds on their interests. They like to try new activities, such as searching for spiders and insects in the garden. However, during some group activities, staff focus on the overall learning and fail to consider how they will meet the children's individual learning needs. Consequently, some children do not make as rapid progress.
- Overall, staff support children's emerging communication and language skills. Most staff identify language to enhance children's communication. As a result, children use words such as 'slimy', 'overflow' and 'sticky' to describe what they are feeling and seeing. However, staff do not always consistently encourage children who speak English as an additional language to communicate in group activities. This hinders the children's ability to develop ways to communicate

with others.

- Songs and rhymes are integral to everything the setting does. Songs are used to help children understand the flow of the day and what is happening next. For example, the children eagerly take part in the 'Welcome' song to greet their friends.
- Pre-school children count confidently to five and some beyond. They use mathematical language, such as 'bigger', 'tallest', 'shortest' and 'more or less than', well. Staff use counting songs well to introduce younger children to numbers and counting. Children recognise shapes and number in the environment. Consequently, children develop an awareness of early mathematical language and concepts.
- Children's physical development is well supported. Older children learn to take risks safely as they use climbing equipment and safely negotiate the outdoor space on wheeled resources. Babies use furniture to pull themselves up and develop the strength to walk unaided. Children use tools such as scissors and rolling pins with increasing control. This helps them to develop their small and large muscles.
- Staff place a strong emphasis on helping children develop independence skills. Babies happily attempt to feed themselves. Older children learn to serve their own meals, to tidy up and to dress themselves. Children have a strong can-do attitude and often decline staff's offer of assistance, telling them, 'No, I can do it.' Consequently, children develop a range of life skills that help them to prepare for future learning.
- Support for children with special educational needs and/or disabilities (SEND) is carefully considered. Staff work closely with parents, schools and professionals to ensure that children receive continuous support and guidance. This helps children to make steady progress.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a sound understanding of child protection and safeguarding procedures. This means they can take swift action should they have any concerns about a child or staff's welfare. Staff attend regular training courses to ensure their information remains current. Robust recruitment practice means children are cared for by suitably vetted adults. Risk management strategies are secure. Staff identify any perceived risks and take action to mitigate or remove them. Children learn to keep themselves safe. For example, they learn how to use outdoor equipment safely. This means that children are cared for in a safe and secure environment.

What does the setting need to do to improve?

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

- support staff to focus more precisely on individual children's next steps during adult-led activities
- consistently support children's communication and language development, especially for those children who speak English as an additional language.

Setting details

Unique reference number	2733537
Local authority	Tameside
Inspection number	10306304
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	99
Number of children on roll	104
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01613359991
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Denton registered in 2023. The nursery employs 26 members of childcare staff. Of these, 13 hold an appropriate early years qualification at level 3. Two members of staff hold early years professional status. The nursery opens Monday to Friday, from 7.30am to 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 nursery 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 deputy manager and inspector conducted a learning walk together of all the areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff at various times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector and deputy manager conducted a joint observation of an activity in the pre-school room.
- Parents shared their views of the setting with the inspector.

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