

Inspection of Kids Planet Hopwood

Hope Cottage, Lane End, Hopwood, Heywood, Lancashire OL10 2JE

Inspection date: 9 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff form a safe and secure environment for children. They have created strong bonds with them and provide the care and reassurance children need to thrive. Babies greet visitors with big smiles on their faces. Older children excitedly talk about the fun experiences they have at nursery. Children beam with confidence.

Staff provide children with experiences which develop their sense of awe and wonder. Toddlers demonstrate a strong level of engagement as they explore the garden with staff, hunting for worms. Pre-school children develop their understanding of print having meaning as they listen intently to a member of staff reading a story. Children benefit from accessing a curriculum that stimulates their curiosity. They demonstrate they are keen to learn new things.

Staff help children develop positive relationships with others. They support children through everyday experiences to develop skills such as sharing and turn-taking. Children behave well and are respectful to others.

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

- The manager's intent for what she wants children to learn is clear. However, implementation of the curriculum for communication and language is not fully embedded. Through interactions, staff introduce children to a wide range of vocabulary. They have created a social environment. However, staff do not always ask purposeful questions which allow children to explain their understanding. Additionally, staff do not always support children to hear the correct pronunciation of words. Consequently, children are not consistently benefiting from high-quality interactions.
- The development of children's physical skills is well sequenced. Staff provide activities at different levels for babies, to entice them to explore and pull themselves to standing. They encourage toddlers to develop their muscles as they connect building blocks and practise kicking and throwing balls. Pre-school staff help children develop their small-muscle movements as they make marks on paper during their minibeast hunt. As a result, children's small- and large-muscle movements are developing well.
- Staff follow children's interests to build upon learning over time. For example, staff encourage children who have shown an interest in counting to extend their knowledge of counting in sequence as they play. However, staff do not always consider precisely enough the purpose of the activities they provide. This results in the learning intention for children not always being achieved.
- Staff have high expectations for children's behaviour. They provide children with a constant routine which helps children understand what is expected of them. Pre-school children clearly state the rules, such as 'no running inside'. This

consistent approach helps children to manage their own behaviour.

- Children's care needs are well met. Staff spend quality time getting to know babies' individual needs to implement these into the nursery day. They support children in understanding about healthy practices. They encourage babies to help clean their faces after they have eaten. Older children are taught how to wash their hands independently. As children grow, they are developing the skills to become independent in managing their own needs.
- Staff support children to be able to express their emotions. They use stories, such as 'The Colour Monster', to help children understand about their feelings and how their actions may affect others. For example, children eloquently explain how they will give a toy back to another child, as this 'will make them happy again'. Children are developing an understanding of empathy.
- The manager is highly reflective on the quality of care and education children receive. She has put a strong emphasis on professional development to continually improve staff's knowledge and understanding. For example, all staff have recently undergone a behaviour management course to further improve their knowledge of triggers that may cause children to display certain behaviours. This helps create a knowledgeable team which strives to achieve better outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff understand their responsibility to keep children safe. Staff continuously assess the risk of the environment to ensure that the equipment and space available for the children do not pose a risk of harm. Accident records are monitored regularly by the manager to identify any potential risks. This helps ensure the environment is safe for the children. All staff have undergone full paediatric first-aid training to ensure there is always someone qualified and available for children in the event of an accident. Staff demonstrate a good knowledge of the signs to be aware of and the procedures to follow should they identify that a child may be at risk of abuse. This helps ensure that child protection concerns are handled appropriately and within a timely manner.

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 implement the curriculum for communication and language more consistently
- help staff to develop their understanding of what they want children to learn through the activities they provide.

Setting details

Unique reference number	316445
Local authority	Rochdale
Inspection number	10307568
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	0 to 4
Total number of places	68
Number of children on roll	90
Name of registered person	Buttercups Limited
Registered person unique reference number	RP903585
Telephone number	01706 366 311
Date of previous inspection	13 November 2018

Information about this early years setting

Kids Planet Hopwood registered in 2000 and is located in Heywood. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, and one holds a level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Buckley

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate 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 special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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