

# Inspection of Kids Planet Urmston

181 Flixton Road, Urmston, Manchester M41 5ED

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Inspection date: 23 October 2023

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

### The provision is good

Staff create a kind and caring environment and children show that they feel well cared for. Babies giggle with delight as staff gradually introduce them to water play. Older children spontaneously hug the staff who care for them, demonstrating the strong bonds they have developed. Staff provide children with attentive encouragement and praise. They give reassurance as children try new things, such as learning to pedal a tricycle. This supports children to become increasingly confident and motivated to learn. Children are happy, safe and developing well.

The nursery is well led and managed. The manager has created an appropriately challenging curriculum that promotes all children's good development. Despite some recent inconsistencies in staffing, all children, including children with special educational needs and/or disabilities, make good progress. This is because staff plan for children's individual needs and regularly check if their development is on track. Children respond well to the staff's high expectations of them. Staff help children know how to behave by promoting the nursery's 'golden rules'. For example, staff remind children about the need to listen to others. This means children learn the attention skills that they require for a successful onward education.

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

- Leaders and staff work with parents and/or carers to find out about each child's unique development and care needs. Settling-in visits are used effectively to help children get to know their new carers. Staff plan each child's learning programme individually. They ensure that children reach their next steps before moving on with new learning. Consequently, over time, children develop secure skills and knowledge in all areas of learning.
- The manager ensures that staff access the mandatory training and support required to fulfil their job roles. Additional training, such as baby massage, is offered to support staff's interests. However, leaders do not focus enough on monitoring staff's individual performance, to help them identify specific training needs. As a result, the quality of some staff's interactions are not as high as others in delivering what they want children to learn. This means that the curriculum is not implemented as effectively as possible for all children.
- Staff support children's communication and language development well. Staff sing nursery rhymes to babies to help them hear words and learn simple actions. Staff who work with the toddlers recognise the importance of repeating favourite stories often. Pre-school children confidently ask questions about the 'greedy Lorax' as they listen intently to staff reading. Children develop language securely.
- Children are physically active in their play. Staff provide children with lots of opportunities to play outside. The well-planned outdoor environment supports

children to take appropriate risks. Children carefully clamber up and down the steep slopes of the play tunnel. Children acquire good coordination and control in their large movements.

- Staff encourage older children to learn about emotions. They talk with children and name some of the feelings that humans experience. Children readily offer their ideas about what makes them feel happy or angry. Children begin to understand their own feelings and those of others. This promotes their well-being and happiness.
- Staff support children to develop strong health and hygiene practices. Children enjoy a healthy diet to fuel their play. For instance, babies snack on organic rice cakes and milk. Staff help children to learn to wash their hands before eating and after blowing their nose. As a result, children's good physical health is upheld.
- Staff plan opportunities for children to find out about different traditions and festivals. Furthermore, staff sensitively challenge any stereotypes when appropriate. Children learn to respect one another's similarities and differences.
- Parents report that their children progress well. For example, they say that children have 'come out of their shell', due to the positive social experience that nursery has provided. Parents appreciate the feedback they receive about their child's daily activities and care. They feel knowledgeable about their child's stage of development because staff share information with them regularly.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of the signs and symptoms of abuse and neglect. The designated safeguarding lead is clear about her responsibility to keep children safe. She understands the policy and procedures for responding to any concerns about children's welfare or the suitability of adults. Staff understand and follow safer sleep guidance to ensure children rest and sleep safely. Managers follow robust recruitment procedures to help ensure all staff employed to work with children are suitable to do so. The nursery environment is appropriately assessed for risks to minimise potential hazards. This helps to ensure children learn and play in a safe environment.

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

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

- improve the monitoring of staff performance to help leaders and staff know what they need to do to further improve children's learning
- focus continuous professional development opportunities for staff on developing a greater understating of how to implement the curriculum.

## Setting details

<b>Unique reference number</b>	EY499808
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10310746
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	0161 747 5834
<b>Date of previous inspection</b>	1 June 2018

## Information about this early years setting

Kids Planet Urmston registered in 2016 and is one of a large number of settings operated by Kids Planet Day Nurseries Ltd. The nursery is open each weekday, from 7am to 6.30pm, for 51 weeks of the year. The nursery employs 26 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two members of staff hold qualifications at level 5 and 11 members of staff are qualified to level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lois Hulley

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 observed the interactions between staff and children.
- The inspector and manager carried out a joint observation of an activity planned to promote children's personal, social and emotional development.
- Parents 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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