

Inspection of Kids Planet Fulwood

22 Black Bull Lane, Fulwood, Preston PR2 3PX

Inspection date: 14 November 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

Babies and children settle quickly at this happy nursery. Staff place a strong focus on the transitions in children's lives. Detailed information is collected when babies and children start at the nursery. This supports the key person to meet their individual needs. As children progress through the nursery, staff continue to focus on their well-being and plan for change. For instance, children have recently moved rooms, and staff support them to settle into their new environment quickly. Children are constantly busy and have lots of interactions with staff, who chat with them as they play together. Children hear lots of new words through songs and rhymes. Children enjoy listening to stories. This helps them to develop a love of books in readiness for future reading in school.

Staff provide an exciting curriculum for children. They use children's interests to build on what they already know and can do. Following children's interest in archery, the sports coach offers all children the opportunity to try it for themselves. Children listen as they are told key instructions. They wait patiently to take their turn and excitedly cheer when the target is hit. Staff clearly establish the behaviour expectations through the rules children must follow to keep themselves safe. Children learn that it is dangerous to stand near the target. They learn how to keep themselves safe.

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

- Staff use assessments and tools, such as a communication development screening tool, to precisely establish children's abilities and identify progress over time. When any delay is identified, early intervention is swiftly put in place to support children's development. Children, including those with special educational needs and/or disabilities (SEND), receive high-quality support and make good progress.
- Staff provide lots of opportunities for children to develop their physical skills. Babies enjoy exploring the environment. Staff encourage them to develop their core strength in a range of ways. Babies enjoy crawling up the small wooden ramp. They sit and smile at staff when they reach the top. Babies pull themselves to stand when staff deliberately place toys just out of reach. Outside, older children extend their arms to keep their balance as they walk along beams. Children develop the overall body strength and coordination they need for the future.
- Children are encouraged to develop their pre-writing skills. Staff provide opportunities for children to make marks. For instance, outside, children use chalks and brushes to make large-scale pictures. Indoors, they use pencils to develop their own ideas and talk about the marks they make. Staff support children to handle flowers gently as they carefully dip them in paint to make

prints. This helps children to develop their fine motor skills, which in turn helps them to be confident writers later on.

- Leaders provide a sequenced curriculum to encourage children's independence. Attentive staff support babies to begin to feed themselves. Staff encourage toddlers to put their coats and shoes on. Older children develop new skills as they serve food themselves. They use cutlery to cut up their lunch and pour their own drinks from a jug. Children develop important skills for the future.
- Staff know their key children well. They use children's interests to engage them in new learning opportunities. All children are busy and engaged in purposeful play. Children excitedly respond when staff invite them to join an activity. Children develop confidence and a positive attitude and 'can-do' approach to learning.
- The manager is well supported by a strong leadership team. Leaders have established a consistent staff team within the nursery. A recent focus has been on staff well-being and team building. Staff express that they feel supported by leaders and feel valued within their roles. Staff are motivated and enthusiastic to develop new skills within their practice.
- On the whole, staff follow children's lead well within play. However, sometimes, when children are absorbed in their own play, staff interrupt them by asking questions and taking over. This disrupts children's thinking. As a result, children can disengage from the activity and move on to something else.

Safeguarding

The arrangements for safeguarding are effective.

Staff induction ensures that new staff access safeguarding training as soon as they start. Mandatory training is regularly updated. Staff demonstrate a clear understanding of the action to take if they have concerns about a child. They know about the different types of abuse and the signs and symptoms to look out for. Staff also understand the procedures to follow if they have a concern about the behaviour of a member of staff. Staff complete daily safety checks of the environment. This helps to keep children safe in the nursery.

What does the setting need to do to improve?

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

- help staff to recognise when their questioning may interrupt children's independent learning.

Setting details

Unique reference number	2669846
Local authority	Lancashire
Inspection number	10313496
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	72
Number of children on roll	109
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01772 719689
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Fulwood registered in 2022 and is located in Preston. The setting is part of a large nursery chain. The setting employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, 3, or 4. The setting opens from Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Burgeen

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 area manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 SEND.
- 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 carried out joint observations of group activities with the area manager.
- 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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