

Inspection of Kids Planet White Rose

White Rose Office Park, Millshaw Park Lane, Leeds LS11 0DL

Inspection date: 7 December 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 put children at the heart of this welcoming nursery. Children have a voice. Staff respect and value children's thoughts and ideas. Children join the nursery council. They meet regularly to discuss what happens in the nursery. Children help to decide the activities that are available. They choose what food they would like on the menu. Older children learn about responsibilities. Staff provide roles for children. For example, children help to set the table for lunch.

Leaders and managers have a key focus on children's communication and language development. Staff read stories and sing songs and rhymes with children of all ages. They use puppets and props to bring these to life. Staff model and introduce new words as they talk to children. They talk with younger children, commenting on what they are doing. Staff model key words with children and introduce new words. They use language assessments to identify gaps in children's language development. Staff put plans in place to ensure that children have specific targets. This swift action helps to narrow the gap in children's development.

Staff plan activities to allow children to play and explore. Children take delight in pouring and emptying different-sized containers. They experiment with resources and learn how to use pipettes. Children are inquisitive and show concentration during their play. Staff have high expectations of children's behaviour. They teach children the rules in the nursery. Children feel happy and safe.

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

- Leaders and managers plan an ambitious curriculum. They involve parents at every stage of their child's learning journey. Leaders and managers consider the individual needs and level of development of children. Children build on what they know and can do.
- Staff plan the environment to encourage children to develop their physical skills. They place furniture in the baby room to support babies to pull themselves up and cruise around the room. Staff provide opportunities for older children to run, skip and hop. Children learn to pedal tricycles. Staff teach children to use spoons and tongs to serve their own foods. Children use a range of tools with the play dough. Children develop the skills they need for when they move on to school.
- Overall, leaders and managers put in place an effective key-person system. Staff know children very well. They work with parents to find out what settles their children and put these strategies in place. However, not all staff are always clear on what and where children's personal comforters are. This means some children take longer to settle while staff look for them.
- Children with special educational needs and/or disabilities (SEND) are very well supported. Staff use early assessments to identify gaps in children's learning.

They plan individual targets to support children's needs. Staff's ongoing assessments ensure that children make the best progress they can.

- Staff support children to develop an understanding of health and hygiene practices. They ask young children if they can change their nappies and explain what they are going to do. Staff use pictures and objects for children with SEND. This helps children to understand what is happening next. Children learn to wash their hands before eating and after using the toilet. Mealtime routines ensure that all staff are aware of children's dietary requirements.
- Staff have identified the need for a focus on children's mathematical development. Children engage in number rhymes and count objects. However, staff do not always think about the specific intentions of some activities. For example, a planned mathematics activity has limited use of number, measure and weight. This means children do not always make the progress of which they are capable.
- Parents are very complimentary about the nursery. They comment on the strong bonds they have with their child's key person. Staff are very supportive to families. They offer advice and help for parents to support their children's next steps in learning. Staff provide a lending library and activity bags to support parents to continue their child's learning at home.
- Leaders and managers give staff's well-being a high priority. They offer a package of support for staff. Staff retention is a priority. They have access to a wide range of training. Leaders and managers implement a robust supervision process. Staff receive the support and coaching to further develop their skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of how to keep children safe. They know the signs and symptoms to look for that may indicate a child may be at risk of harm. Staff know the procedures to follow, should they have a concern about an adult in the setting. They support children to keep themselves safe. Staff teach children how to use a tape dispenser safely. They remind them not to walk about with food in their mouths. Staff complete risk assessments to ensure that the areas children access are safe. For example, staff notice when water is spilt and quickly mop the area and make sure that others are aware there is a possible slip hazard.

What does the setting need to do to improve?

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

- review and enhance information sharing between staff in the baby room so that all staff can continue to support babies' needs when their key person is absent
- develop a sharper focus on what staff want children to learn during activities so that children make even more progress.

Setting details

Unique reference number	2683681
Local authority	Leeds
Inspection number	10320484
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	91
Number of children on roll	110
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01132761723
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet White Rose registered in 2022. It is a purpose-built nursery in the grounds of the White Rose Office Park, Leeds. The nursery employs 17 members of childcare staff. Of these, 14 staff hold appropriate early years qualifications at level 3 and above. The nursery opens all year round, from 7.30am to 6pm, Monday to Friday. It offers early funded education for children aged two, three and four years.

Information about this inspection

Inspector

Miriam Caldecott

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 manager and has taken that into account in their evaluation of the nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a baking activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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