

# Inspection of Kids Planet West Bridgford

77 Wilford Lane, West Bridgford, NOTTINGHAM NG2 7RN

---

Inspection date: 30 November 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Leaders and managers do not ensure that safeguarding procedures are followed when staff report concerns. As a result, action is not always taken when it should be to ensure that children are safe and well.

Despite this the quality of the children's learning experiences is good. Children learn positive social skills from a young age because staff organise the environment in a way that encourages group activity. Babies sit together on large pieces of paper, using their whole bodies as well as tools to explore paint. They share brushes and foam rollers. Staff clearly role model the phrases please and thank you, so that babies hear this kind language. Older children show their developing social skills at mealtimes. They happily sit around a table, using their polite manners that they have previously learned. Children have respect for each other. Staff are helping children to learn the behaviours needed to form secure friendships.

Children develop skills that will support their later development, such as dexterity ready for writing when the time comes. Staff offer lots of opportunities for children to practise using their hand and finger muscles. Toddlers push and manipulate dough with their hands. They flatten the mixture and then practise using tools to cut shapes. Older children squeeze the juice from lemons and limes during a water play activity, exercising their pincer grip as they do so.

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

- Leaders and managers fail to recognise the indicators of child abuse and neglect when they receive information from staff to suggest a child may be at risk. The provider's procedures are not robust enough to ensure the necessary steps are always taken to safeguard children as they do not effectively implement the setting's safeguarding policy.
- Staff are successful at shaping children's positive behaviours. They encourage babies to take turns while choosing a prop, associated with a particular song, during a group singing activity. Older children have learned the setting's routines. They know they must wear an apron before playing with water and they independently carry out this task.
- Children are becoming confident communicators. Staff teach children a word of the week and some simple sign language. This is having a positive impact on children's development. Babies use hand gestures to sign thank you. Older children converse back-and-forth during their play, demonstrating their embedded communication and language skills.
- Staff have considered how they can deliver a broad curriculum. This is seen during a single activity when toddlers play with dinosaurs in the sand tray. Staff

subtly reinforce children's counting skills as they find out the total number of eggs. They teach children about the world through drawing parallels between different species that lay eggs. Staff support children's literacy development by referring to books about dinosaurs and engage children by reading the text in an exciting way.

- Children's attitudes to their learning are positive. Staff support children to solve problems and complete tasks in their play without frustration, for instance, using sticky tape, and manipulating dough. Children's perseverance and resilience develops as a result.
- Leaders and managers have gone some way in training staff to understand the setting's curriculum. Staff have opportunities to meet as a team and as individuals to discuss children's development. However, staff implement some aspects of the chosen curriculum less effectively. For example, staff use techniques to support older children to manage their own feelings, but younger children do not always benefit from the same skilful interactions.
- Staff support pre-school children to explore tea making apparatus in a tray of water. They teach them new vocabulary such as what 'citrus' means and discuss with them the capacities different containers can hold. Staff support children to think and share their ideas with confidence including how they might squeeze the juice out of a lime. However, staff's interactions and direct teaching are occasionally not consistent with their assessment of what children need to learn next. This is because sometimes, staff do not adapt activities enough to fully focus on individual children's learning needs.
- Parents confirm that their children are making progress in their learning and development. They explain that older siblings who have previously attended the setting have gone onto school ready and able to benefit from what school has to offer. Parents report that settling-in procedures are effective. Their children have quickly formed strong relationships with staff and are happy.

## Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding procedures are not implemented well enough. Leaders and managers do not respond correctly when an allegation is made against a member of staff. They fail to recognise and report concerns about children's safety and well-being. That said, the premises is safe and secure, and children play in a risk-free environment. Staff are first-aid trained so that they can respond appropriately if a child has an accident or injury. The provider confirms staff's suitability to fulfil their roles. Robust vetting procedures are undertaken as part of the recruitment of new staff.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure all staff, including those responsible for child protection, have the knowledge and understanding to recognise any possible child protection concerns and take appropriate and swift action to safeguard all children.	04/01/2024

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

- support for individual staff to be able to implement the chosen curriculum more consistently
- use assessment more purposefully to focus teaching interactions further on supporting children's individual next steps in learning.

## Setting details

<b>Unique reference number</b>	2670571
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10311220
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	40
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	0115 981 9316
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet West Bridgford registered in 2022 and is situated in West Bridgford, Nottingham. The nursery employs 13 members of childcare staff. Of these, 10 hold an appropriate early years qualification at level 2 and above. The nursery opens from 8am until 6pm Monday to Friday, except for a week at Christmas and on bank holidays. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Lora Teague  
Charlotte Whalley

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager.
- An inspector spoke to one parent during the inspection and took account of their views.
- The inspectors spoke to staff at appropriate times throughout the inspection.
- The inspectors 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023