

Inspection of Kids Planet Gedling

Wood Lane, Gedling, Nottingham NG4 4AD

Inspection date:

11 December 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff recognise the importance of children feeling safe and secure at the setting. They work with parents prior to their child starting nursery to plan settling-in visits and find out about the child's development, interests and comfort needs. Although all children have a dedicated key person, to help the child's smooth transition into the nursery, not all parents are aware of who their child's key person is.

Staff provide children with praise and encouragement. Staff support children to overcome any problems they encounter and find alternative solutions. For example, when children get dressed to go outside to play, some children struggle to fasten the straps on their puddle suits correctly. Staff sensitively help them correct their mistakes. Children develop their confidence and show pride in their achievements.

Staff encourage children to learn about how to keep themselves healthy, children wash their hands before eating and after using the bathroom. However, some areas within the nursery, such as the baby and toddler nappy changing units, are not cleaned to the required standard. Although staff disinfect the nappy changing mats after each use, the bench under the mat is not cleaned as regularly as it should be, this has led to a build up of dirt on the changing bench.

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

- The newly appointed manager has a clear curriculum intent. She recognises the importance of children being emotionally secure and resilient, as well as being able to communicate their feelings and needs. Staff employed to work at the nursery know the children well and implement the curriculum successfully. However, staff who are providing temporary cover due to staff shortages do not know the children as well. This has led to inconsistencies in the way the curriculum is implemented.
- Staff comment that the new nursery manager is very hands on and works alongside the team, acting as a good role model and mentor for the staff. She provides them with praise and encouragement and helps them identify areas of their practice that can be improved. However, the current arrangements for the induction of new staff are not sufficient enough to ensure that they fully understand their roles and responsibilities.
- Parents comment that their children are happy at the nursery. Children are forming friendships and are growing in independence. Parents say that at home children have demonstrated that they know that they need to tidy up toys after playing with them. Their children sing one of the pre-school rules 'choose it, use it and put it away'. However, parents comment that since the online app that is used to share information about children has been changed, they no longer receive information about their child's development or their next steps in

learning.

- There are secure procedures in place to manage children's special dietary requirements and allergies. Although staff ensure that tables where children sit to eat meals are clean, some areas of the nursery are dirty. In particular, the floor in the baby room has a build up of dirt. This increases the risk of the transmission of viruses and infections.
- Staff assess children's development regularly and use this information to plan next steps in learning. They identify any delay in children's development. The manager, who is also the special educational needs coordinator, liaises with other professionals to ensure that children get the help they need to narrow any gaps in learning and development.
- Staff engage children in meaningful conversations and ask them open-ended questions to encourage children to think, and share their ideas. As staff support children to make dough, they encourage children to observe and comment about how the oil they are using separates from water and floats on the top. Staff encourage children to count and use numbers as they measure the ingredients and to use language in relation to size and shape.
- Babies and toddlers concentrate for good periods of time as they have fun exploring Christmas decorations in a water tray. Staff play alongside the children, getting down to their level. They encourage the children to see if they can drop the baubles and make the water splash. Staff encourage children to notice that when they let go of the bauble that they have been holding underwater it pops back up to the surface. The children laugh each time their bauble pops back up. Toddler shout pop and splash as they play.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand the setting's safeguarding policy and procedures. They are able to identify the signs and symptoms that may indicate a child is at risk of harm or abuse. Staff are confident about how to record and report any such concerns. The management team follow a robust recruitment and vetting procedure to ensure that all new staff are suitable to work with children. Staff understand how to report any concerns that they may have about the suitability or conduct of a co-worker. Staff closely supervise children at all times, including when children are eating and sleeping.

What does the setting need to do to improve?

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

	Due date
--	-----------------

support all staff to have a clear understanding of the curriculum intent, so that the implementation of the curriculum is constantly focused on what they want children to learn	05/01/2024
improve the induction arrangements to ensure that staff that are new to the setting understand their roles and responsibilities within the setting's policies and procedures	05/01/2024
improve partnership working with parents to ensure that they know who their child's key person is and that information is shared with them about children's ongoing care, learning and development	05/01/2024
ensure the premises and equipment are maintained and meet a good standard of hygiene, with particular regard to carpeted areas in the baby room and to nappy changing facilities.	05/01/2024

Setting details

Unique reference number	2723469
Local authority	Nottinghamshire County Council
Inspection number	10322468
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	113
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0115 955 2298
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Gedling, located in Nottinghamshire, registered in 2023. The nursery employs 11 members of childcare staff. Of these, one holds appropriate early years qualifications at level 7, one holds a level 6 with early years professional status, six hold childcare qualifications at level 3 and one holds a level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports several children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The inspection was carried out as a result of a risk assessment, following information we received about the provider.
- 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.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023