

# Inspection of Kids Planet Sale

Brook House, Wharf Road, Sale M33 2AF

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Inspection date: 12 January 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Staff warmly welcome children and consider how to personalise ways to help them to settle in if they feel overwhelmed. They give children a teddy bear when they arrive to support them to be ready for the day ahead. This helps children to feel at ease and safe, as well as to develop a sense of belonging.

Staff provide high-quality resources that encourage children to be independent and curious learners. Younger children have plenty of time to self-select resources and test out their own ideas. They develop their imaginative role-play skills using tea sets with their favourite toys and dolls. Staff offer prompts in the moment to extend play, such as adding tea bags and water to the role play. Older children are introduced to new learning. Staff then give children time to re-enact and revisit learning at their own pace. For instance, staff set up a shop to develop children's counting and social interaction skills with each other. First, the shop game is role modelled by staff, then children have time to revisit and recall learning as the shop keeper or customer. Across all age ranges, children excitedly join in, listening well to staff. Children develop a thirst for learning, which helps them to make good progress.

Supporting children's social and emotional skills is a key focus of the curriculum. Staff help children to learn appropriate behaviours and how their actions can affect others. As a result, children show age-appropriate behaviours and develop an awareness of the needs of others.

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

- Despite staff recruitment challenges, leaders strive to maintain coaching and ongoing support tailored to individuals. They ensure that new staff have appropriate induction and ongoing training to fulfil their roles. This helps to ensure that children receive good-quality continuity of care and learning.
- Staff adapt the curriculum based on children's changing needs, current interests and their gaps in learning. They routinely work together and discuss their observations of what their key children have already learned and what they need to focus on next. This means that all staff contribute effectively to help children make good progress.
- Staff use visual prompts, books and role modelling to help children to learn about and manage their emotions. Children learn a range of movements they can use to express how they feel using their bodies. For example, they learn to push their hands against a wall, like a dinosaur, if they feel angry. This helps children to begin to self-regulate. In addition, staff read stories and introduce props, such as a sleeping puppy toy to pass around and gently stroke. This helps children to develop a meaningful understanding of empathy and kindness.

- A physical development specialist works with older children daily. Children learn about the benefits of exercise on their body. The specialist teacher plans exciting games that help children to develop their full range of large-muscle skills. They work alongside other staff to contribute to children's wider learning. For example, during these sessions, children carry out small tasks to help others. They practise their independence skills as they hand out the water glasses. As children move their bodies, they practise their counting skills as they shout out the number of obstacles they move around. This helps to support children's development across the seven areas of learning.
- Most staff support children's communication and language development well. However, staff working with the younger age groups do not always fully support children who speak English as an additional language (EAL). Staff do not always explore what children know and can do when using their home languages to help inform a highly accurate assessment of children's learning needs. In addition, staff do not consistently gather and use information about children's home language to inform their assessments of what children know and can do prior to them starting. Consequently, some children's learning is not always sequenced effectively to enhance their learning experiences.
- Children participate in regular trips out of the nursery. They develop their awareness of the wider world through visits to the local care home, library, shops and leisure centre. Visitors come to the nursery to talk about their professions, including a local beekeeper and dentist. These real-life experiences give children opportunities to develop their awareness of their place in society.
- Home learning opportunities are provided in abundance. Children take kits home to make autumn soup, which helps to support healthy eating habits. Parents can borrow a bag of resources and a guide. These help to develop children's awareness of positional language. In addition, it supports children to reinforce their understanding of vocabulary, such as 'underneath' or 'above'. These opportunities are carefully planned to help children to continue their progress in learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen assessment of children's prior knowledge and experiences, in particular for children who speak EAL or hear additional languages at home, to inform curriculum planning.

## Setting details

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| <b>Unique reference number</b>                     | EY472451  |
| <b>Local authority</b>                             | Trafford  |
| <b>Inspection number</b>                           | 10308449  |
| <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>                      | 83  |
| <b>Number of children on roll</b>                  | 82  |
| <b>Name of registered person</b>                   | Kids Planet Day Nurseries Limited   |
| <b>Registered person unique reference number</b>   | RP900964  |
| <b>Telephone number</b>                            | 0161 969 4799   |
| <b>Date of previous inspection</b>                 | 13 March 2018   |

## Information about this early years setting

Kids Planet Sale registered in 2013. The nursery currently employs 32 members of childcare staff. Of these, one has early years professional status and two have qualified teacher status. One member of staff holds an appropriate early years qualification at level 6, 11 at level 3 and two at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dee White

## 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 provider and has taken this into account in their evaluation of the nursery.
- The manager led the inspector on a learning walk and explained how the curriculum is planned and implemented.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice and evaluated the quality of activities together with the manager.
- The inspector looked at documents, including evidence to demonstrate the suitability of staff. Required training was checked and found to be suitable.
- The inspector tracked the experiences of children to determine the progress they make.
- Meetings were held with the manager, area manager, quality manager and regional director to discuss their evaluation of the provision and the impact on children's progress.

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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