

Inspection of Kids Planet Wetherby

Kids Planet Day Nursery, Crossley Street, WETHERBY, West Yorkshire LS22 6RT

Inspection date:

20 February 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children's needs are at the heart of all that staff do in this friendly and welcoming nursery. Staff treat children with warmth, kindness and respect. There is an effective key-person system. This supports children's emotional well-being. Effective communication between staff helps to make sure that children's needs are met as they move up to the next room. Staff have links with local schools to support children and parents to be well prepared for this big move. Staff offer parents a collection of 'experience bags' to help them to support their children to manage events, such as a new baby in the family or a visit to the dentist.

The learning environment is highly stimulating, indoors and in the secure outdoor areas. Staff arrange resources attractively to promote children's curiosity. Books are readily accessible to children. Children demonstrate a real love of reading, as they choose favourite stories to look at themselves, or to share with an adult. On the day of inspection, toddlers are so eager to explore a new story sack, that staff decide not to wait for the inspector to come to their room. Later, children enthusiastically tell the inspector about the story and hunt for the missing toy from the sack. Staff use skilful questioning to make this activity an excellent way to teach children new vocabulary connected with positions, such as 'underneath'.

Children behave extremely well. Staff are good role models and help children to understand what is expected of them. Children soon become familiar with daily routines. They beam with pride when they are praised for being kind to their friends, or for helping to tidy up. This helps to create a positive and purposeful atmosphere within the nursery.

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

- The manager, with effective support from senior leaders and from the deputy managers, leads the staff team with considerable skill and determination. Staff are consulted about changes they think would improve the nursery even further. Their well-being is a high priority, and staff are supported to attend a range of different training opportunities. This all helps to ensure that children receive a high-quality start to their early education.
- The curriculum within the nursery is carefully considered. It provides children with a wealth of different opportunities to develop the knowledge and skills they need to help them to make progress. Managers have ensured that staff identify what they want children to learn throughout their time at nursery. Staff confidently describe the purpose of planned activities and the resources they set out for children to access themselves. This helps children to make good progress, as their learning needs are identified and planned for effectively.
- Children with special educational needs and/or disabilities (SEND) receive strong

support. Effective systems are in place to identify children who may not be making as much progress as they should. Staff then put strategies in place to provide personalised support through interactions with their key person. They make referrals to other professionals, as appropriate. Parents of children with SEND value the way their children's needs are being met.

- Staff place a strong focus on supporting children to become confident communicators. Babies are given time to vocalise. Staff narrate what they are doing so children become familiar with key words and phrases. They help toddlers to put words together. Pre-school children learn to listen to their friends when taking part in conversations. However, some children do not benefit from as many interactions with staff as others. At times, staff do not invite quieter children to join in activities, or encourage them to take part in story or circle time. This does not promote their communication skills consistently.
- Children learn about their local community, such as through regular visits to places of interest. They take part in activities to support local charities. Children learn about a wide variety of cultural events, using the expertise of staff and families, where possible. This enriches children's experiences. Children have regular forest school sessions, which help them to explore the natural world around them. They are excited as they become 'entomologists', searching for different insects in the garden.
- Children clearly enjoy being given opportunities to do things for themselves. The youngest children follow simple instructions as they go to find resources to help them to care for their dolls. Toddlers persevere as they try to take off their outdoor clothes. Pre-school children serve their own food and pour their own drinks. This helps children to become increasingly independent.
- Staff recognise their important role in keeping children safe and healthy. They demonstrate a strong knowledge and understanding of how to recognise and respond to any safeguarding concerns. Staff teach children when and how to wash their hands properly. They freshly prepare children's snacks and meals, providing plenty of fruit and vegetables for them to try. Staff cater for children with special dietary needs effectively.

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:

- consider how to support staff to ensure that quieter and less-confident children have more opportunities to develop their communication and language skills.

Setting details

Unique reference number	2685788
Local authority	Leeds
Inspection number	10282365
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	64
Number of children on roll	43
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01937584000
Date of previous inspection	20 February 2023

Information about this early years setting

Kids Planet Wetherby registered in 2022 and is located in West Yorkshire. The nursery employs 14 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3 or above, including the manager, who holds a qualification at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector considered parents' feedback and the manager discussed how staff work with different families.

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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