

Inspection of Kids Planet Leigh

126 Wigan Road, Leigh WN7 5DR

Inspection date: 14 March 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

Since the previous inspection the new leadership team have worked hard to raise standards. Leaders want all children to have the very best experiences they can have. Children relish these experiences which help them to become ready for future learning. Staff encourage the development of early writing skills in fun and innovative ways. Babies explore the squishy texture of paint in sensory bags. They delight in moving the paint around and strengthen their small-finger muscles in preparation for holding a crayon. Pre-school children use their mark-making skills to draw pictures to reflect how they are feeling.

Children are happy and settle swiftly on arrival. This is due to the warm and friendly greeting that staff provide each day. Children show from their beaming smiles and enthusiastic chatter that they are excited and content in this welcoming nursery. Staff take time to get to know what children like to do and find out what captures their imaginations. Staff then skilfully weave this into children's daily routines. As a result, all children are keen and eager learners.

Physical development is prioritised. Staff are skilled at building on children's prior knowledge to ensure that they learn to become physically adept. Staff provide activities for babies to lie on their tummy and develop core strength. Toddlers expertly climb up small apparatus that staff set out to encourage large movements. Toddlers move across the equipment with confidence, safe in the knowledge that staff are close by should they need a little help. Pre-school children participate in an active game of rugby. They work with others and listen to the instructions from the sports coach. Children are taught many yoga poses and create the positions with ease. The oldest children talk about the effect that exercise has on their body. Staff teach children how to use breathing techniques to create calmness. Children's physical skills are developing very well.

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

- Staff set clear boundaries for behaviour and safety. Children know the routines and behaviour is very good. Children promptly tidy up before lunchtime. Pre-school children gently remind their friends about where to put toys when they have finished with them. Children line up before walking to the sensory room. They hold the handrail to climb the staircase. Children develop positive attitudes and key skills in readiness for school.
- Babies giggle as they play in water and scoop the bubbles. Enthusiastic staff introduce new words, such as 'splish', 'splash', 'splosh'. However, staff do not always follow the leaders' ethos to 'drop the dummy' and give babies dummies unnecessarily. This means that at times babies are unable to practise speaking to make the very best progress in their language development. Occasionally,

staff working with older children do simple tasks for them that they could do for themselves. This contradicts leaders' clear intent to promote independence and does not consistently support some individual children's learning needs.

- Partnership with parents is a strength of this nursery. Parents speak highly of the support and care that they and their children receive. Staff work closely with parents and ensure they are fully involved in children's learning. Staff facilitate parent workshops and share learning bags which include activities for parents to do at home. This joined-up approach helps to support children's development and they make good progress.
- The support for children with special educational needs and/or disabilities is highly effective. Children's unique needs are identified quickly. The special educational needs coordinator supports staff to implement care and support plans that meet these needs. Staff use methods that include, picture cards and sign language to communicate with children. Parents and external professionals are involved in assessing and monitoring children's progress. This helps to provide consistency in supporting each child's care and learning.
- Leaders provide staff with a detailed programme for professional development. This means staff are well qualified and thoroughly enjoy their roles. The company's internal support team facilitates bespoke training and staff are given key responsibilities. For example, staff take a lead role and deliver regular sports sessions. However, although leaders observe aspects of staff practice there are some minor inconsistencies in how staff implement what leaders intend.
- Toddlers demonstrate impressive social skills. Staff are deployed effectively to play with and help children. Toddlers work together to stack large building blocks. Staff make the most of routines, such as lunchtime to encourage children's social skills and confidence in readiness for the move to pre-school. Children devour the delicious sweet and sour chicken, rice and poppadoms. They enjoy meaningful interactions from supportive staff during the highly social experience.

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:

- help staff to consistently implement what leaders intend to further embed the curriculum and help children to make the best progress possible
- closely monitor how the curriculum is being implemented so that staff teach children the precise knowledge that they need to learn right now.

Setting details

Unique reference number	2710737
Local authority	Wigan
Inspection number	10286704
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	136
Number of children on roll	95
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01942 606222
Date of previous inspection	22 March 2023

Information about this early years setting

Kids Planet Leigh registered in 2022. The nursery opens from 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. The nursery employs 20 members of childcare staff. Of these, 11 hold qualifications at a minimum of level 2.

Information about this inspection

Inspectors

Layla Davies

Chris Scully

Inspection activities

- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- One inspector carried out a joint observation of a physical development activity with the manager.
- Staff spoke to the inspectors during the inspection.
- The quality of education was observed and the inspectors assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing at 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.

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