

Inspection of Kids Planet Whiston

2 Sandstone Drive, Whiston, Prescot L35 7NJ

Inspection date: 8 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive to a warm welcome by caring staff at the nursery. They show that they feel safe and secure, as they enthusiastically explore the well-resourced environment. Staff encourage children to express themselves and be imaginative as they create role-play scenarios. Children use tyres and wooden planks to make a 'bus'. They sit together with staff and sing songs as they go off on an imaginary trip together. Children have formed strong relationships with the staff and each other.

Staff are calm and provide consistent expectations. They support children to discuss their feelings. As staff read stories to children, they encourage them to consider the feelings of the characters in the book. Children demonstrate kind behaviours. They use a stethoscope to check that their friends are 'not poorly'. As they notice bird's nests in the trees outside, they eagerly gather resources to make bird feeders. Children behave well and demonstrate considerate behaviours.

The leaders and staff have high expectations for all children, including children with special educational needs and/or disabilities (SEND). They have designed an aspirational curriculum and supported staff to be clear about what they intend for children to learn. Leaders use assessment well and link with other professionals when they identify that children may benefit from extra help in their learning. All children make good progress from their starting points and are prepared for the next stage in their education.

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

- Children's communication and language skills are prioritised by staff. Staff and children spontaneously sing and dance throughout the day. Staff introduce, repeat and explain the meaning of key words as they engage in conversations with children. This broadens children's vocabulary and helps babies to learn their first words. Children are supported to be confident communicators.
- Staff support children's physical development well. They provide children with a variety of opportunities to be physically active. Staff promote children's large physical skills as they encourage them to balance on small planks and as they push heavy objects in wheelbarrows. Babies are provided with a range of exciting activities that encourage them to crawl and take their first steps. Children gain high levels of confidence in their physical abilities.
- Staff support all children to develop an appreciation for books. They read aloud to children in an exciting way. Children use words such as title and spine to refer to parts of the books as they share stories together. As children show an interest in owls, staff encourage them to find books in the room about owls to extend this interest further. Children are provided with a lending library where they can

extend their love of books by taking stories home to share with their families.

- The manager's intent for children to become independent is implemented well. From the baby room, children wash their own hands and feed themselves. Older children help to serve their own meals and put on their own coats. They independently find their name card as they arrive. They ask staff to mix up the names so they can find their names again. Children develop confidence and take great pride in being able to do things for themselves.
- Staff work effectively with parents to support children to settle into the setting. Parents are kept informed about their children's learning through daily discussions and online communication. Staff provide parents with home learning suggestions, such as activity bags to support children's next steps in learning. These effective partnerships support consistency for children and help them to make good progress.
- Leaders have taken action in response to weaknesses they identified in staff's understanding of how to effectively risk assess the premises. They have provided additional training for staff to ensure these policies are consistently followed. The enthusiastic manager provides staff with a range of support and training. She has a clear oversight of the strengths of the team and uses these strengths throughout the setting. However, leaders do not monitor what staff have learned and how they are embedding this new knowledge. Some staff need further support to address minor inconsistencies in policy and practice.
- Overall, routines are well planned to meet the needs of the children. Staff provide stimulating activities that engage the interests of all children. However, at times some staff are focused on the routine or activity at the time and do not always consider effective ways to adapt to further meet children's needs. For example, some transition times are not organised effectively to ensure that children do not have to wait for prolonged periods. Although children are well supported at these times, they are not as engaged as they are getting tired and hungry.

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:

- monitor the impact of training and coaching to ensure staff's learning is implemented consistently
- support staff to understand how to adapt routines and activities to consistently meet children's needs and enhance their learning.

Setting details

Unique reference number	2750702
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10331876
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	76
Number of children on roll	160
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0151 733 0199
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Whiston registered in 2023 and is situated in Whiston, Prescot. The nursery employs 22 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

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 leaders and has taken that into account in their evaluation of the nursery.
- We carried out this inspection 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 children to learn.
- Children communicated with the inspector during the inspection.
- The inspector held discussions with leaders to assess the effectiveness of leadership and management.
- The manager and the inspector carried out an observation together of a group activity.
- The inspector spoke to parents during the inspection and also took account of their written views.
- Leaders provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Leaders spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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