

# Inspection of Kids Planet Penketh

The Oaks Community Centre, Stocks Lane, Penketh, Warrington WA5 2QS

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Inspection date: 30 May 2024

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The manager works hard to provide a safe, calm and stimulating environment where all children thrive. She and her team share a strong ethos of working in partnership with parents. Children benefit from the consistent approach developed between the setting and home. Staff share ideas to support children's learning with parents, and together they delight in children's achievements. This helps children to feel good about themselves. Children demonstrate good levels of confidence. The manager plans the curriculum to support children in developing their knowledge of the community. Children enjoy trips out to the local library, taking part in story sessions and they visit the nearby care home. The manager knows that these outings help children to learn about different generations. It builds their sense of belonging in the community. In addition, children learn social skills, such as how to behave in public places.

The key-person system is well embedded. Children have close and secure bonds with staff. For example, babies giggle as they take wobbly steps towards familiar adults. Older children have beaming smiles as they arrive. They happily wave goodbye to parents. Staff know the children well and they offer a curriculum that children are eager to engage with. As a result, children are happy and settled.

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

- The manager offers regular supervision and coaching to support staff to develop their practice. Staff explain how they use learning to benefit the children. For example, staff in pre-school have implemented learning to support children in making up and retelling their own stories. This builds children's imagination and develops early literacy skills.
- Staff use assessment well to help them identify children's next steps in learning. For example, staff note that children are not using mathematical language. They offer children learning opportunities where they can compare size, match items and fill and empty containers. As a result, children develop their mathematical language, and their understanding of early mathematical concepts.
- Staff plan the day to include both child-led and adult-led activities. They use visual aids and discussion to help children anticipate what will happen next in their day. This helps children to feel confident. However, on occasion the routine is less well planned. For example, staff hand out drinks to babies during a singing activity. As a result, children are distracted. They are less involved in singing and copying actions to songs.
- Staff have a good understanding of how to support children's physical development. They know that babies will develop large muscles before they can control their smaller movements. They offer activities for babies to reach, stretch and pull themselves to standing. Children are supported to throw and catch. Pre-

school children develop their smaller muscles as they use pipettes and tweezers. Children make good progress with their physical skills.

- Staff help children to think and problem solve. For example, staff help children to consider the different ways they might move down a ramp. They help children to wonder, test and experiment. Children have a tremendous time as they dip tea bags into water. They explore what happens as they add different colours and items. Children develop their skills of investigation.
- Partnership working is good. Staff work closely with teaching staff in schools. This helps them to prepare children for the move on to school. In addition, the manager's close links with a nearby school has resulted in the children being able to access the school field. This helps staff to support children's knowledge of nature and helps children who learn best outdoors.
- The curriculum is used to help children consider risks. For example, pre-school children complete a daily risk assessment of the outdoor area. Children use litter pickers to remove litter and they consider any items which might hurt them or others. Children begin to consider ways to keep themselves safe. They develop a responsible attitude to safety.
- Staff model good behaviour. However, staff management of behaviour is not always consistent across the setting. For example, staff in pre-school do not have the same high expectations for the behaviour of all children. They are not always consistent in responding to children. As a result, children do not always listen or respond to staff requests, they avoid tidy up time and they take apart models that other children have made. Children do not always show a positive attitude to learning.

## 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:**

- ensure that each part of the day is well planned, to reduce distractions and to support children to remain engaged in their learning
- support staff to maintain high expectations for all children's behaviour, so that children learn to listen and respond positively to adults, demonstrating a consistently good attitude to learning.

## Setting details

<b>Unique reference number</b>	2671088
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10339472
<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>	56
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	01925790500
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The setting registered in 2022 and is located in Penketh, Warrington. It employs 12 members of staff, of whom two have an appropriate early years qualification at level 6, one at level 5, four at level 3 and two at level 2. The setting opens Monday to Friday 7.30am to 6pm all year round, with the exception of bank holidays and Christmas. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Richards

## 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 manager 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 their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the manager.
- 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.

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