

Inspection of Kids Planet Moseley

70 Barn Lane, Moseley, BIRMINGHAM B13 0SW

Inspection date: 5 June 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

Well-qualified, happy staff make this setting a safe and welcoming place to be. They foster warm, nurturing bonds with children. Staff are skilled in promoting children's well-being through their interactions and effective care practices. They freely offer cuddles and comfort when children are upset, and they help them to become increasingly independent. This supports children's emotional security and boosts their self-confidence.

Staff have the same high expectations and ambitions for all children. They have adopted a curriculum that is based on children's individual interests and what they already know and can do. The carefully considered environment enables children to be independent learners as they make choices about their play. Staff encourage two-year-old children to strengthen their fingers as they squeeze and roll play dough. Others explore textures as they mix and pour cornflour and water. Older children proudly demonstrate how they can use the balance beam they have built using planks and tyres in the garden. Children are supported to play cooperatively. For example, they take turns and share with each other. Children are engaged in purposeful activities that they enjoy.

Staff promote children's wider personal development through a range of meaningful, real-life learning experiences. For example, they welcome visitors into the setting to share stories from other cultures. Staff also provide experiences that extend children's knowledge of social experiences, such as visits to the local coffee shop. They also use these trips to teach children about important life skills, such as road safety. This helps children begin to deepen their understanding of the wider community.

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

- Staff support children's language and communication skills well. They do this through the use of conversations, songs and stories. Children who find communication difficult are supported to acquire the language and skills they need to communicate effectively. As a result, children become increasingly confident communicators.
- Staff know the children well. They complete accurate assessments of children's learning and development and know what they want children to learn next. During group activities, staff promote discussions about what they are teaching and check children's understanding as activities progress. However, they do not always give children clear intentions for their learning or identify opportunities that extend children's learning further. This means that children may not always make the very best progress they can.
- Staff's knowledge of children means that they are aware of any possible areas of

concern or delays in development. They act on these swiftly. The special educational needs and disabilities coordinators are knowledgeable and experienced. They work closely with parents and other agencies to secure the support children with special educational needs and/or disabilities (SEND) need. Children with SEND are well supported to make progress from their starting points.

- Staff have high expectations for children's behaviour. These are developmentally appropriate and progressive. Younger children begin to learn important skills, such as taking turns and sharing. They begin to learn that their actions have consequences that may affect others. They learn to recognise, and are supported to manage, their feelings and emotions. Older children are actively involved in developing the 'golden rules' for behaviour. They enjoy helping and having responsibility, such as setting the table for lunch. Children develop important social skills and learn how to make good choices about their behaviour.
- Partnership with parents is a real strength. Parents are very complimentary of the staff and the levels of care, education and support they provide. For example, they are supported with advice on potty training. Staff provide home learning bags with resources and helpful information to enable parents to build on their children's learning at home. This helps to further strengthen the link between home and the setting. Staff provide parents with detailed updates on children's daily activity as well as regular updates on the progress they are making in their learning.
- The experienced manager has a clear understanding of her role and responsibilities. This includes keeping children safe and meeting the needs of each individual child effectively. She ensures that any additional funding is used appropriately to purchase resources to support children to close gaps in their learning. Staff thoroughly enjoy working here. They feel valued and well supported by the manager and each other.

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 implement clear learning intentions for group activities and recognise how to identify opportunities to extend children's learning, so they make as much progress as possible.

Setting details

Unique reference number	2669053
Local authority	Birmingham
Inspection number	10339462
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	1 to 4
Total number of places	68
Number of children on roll	90
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01214440814
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Moseley registered in 2022. The nursery employs 18 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The manager and one other member of staff hold level 6 qualifications. The setting is open from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Dukes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision with the manager and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke with staff at appropriate times during the inspection and took account of their views.
- The special educational needs and disabilities coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assess the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The manager and the inspector carried out a joint observation.
- The inspector took account of the views of several parents during the inspection.
- The inspector reviewed relevant documentation, including evidence of the suitability of staff working in the setting.

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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