

Inspection of Kids Planet Wythenshawe

MFT South, Southmoor Road, Wythenshawe, Manchester M23 9NR

Inspection date: 10 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 Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders have successfully addressed the actions set at the previous inspection. They have designed an ambitious curriculum throughout the nursery and, overall, this is implemented well. Leaders place high importance on supporting children's communication and language skills. Children are provided with many opportunities to explore books and sing songs. They eagerly join in with words and actions and recall their favourite parts of books. Staff introduce new vocabulary and use key words in children's home languages as they play alongside them. All children progress well in their communication and language development.

Staff provide a warm welcome as children and families arrive. Children who need reassurance on arrival settle quickly as staff provide support and cuddles. Staff comment to babies that 'your smile makes my day'. These caring interactions help children to feel valued and secure.

Staff have embedded consistent expectations and routines. Children behave well and are eager to explore the activities on offer with their friends. Staff support children to value each other from a young age. They calmly remind children of the expectations, such as using 'walking feet'. Children play cooperatively together, sharing resources and interacting.

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

- Children have many opportunities to be active. Babies are supported to strengthen their core muscles needed to sit up, pull to standing and walk independently. Staff provide resources to encourage children to use their strength as they carry and push heavy objects. Children demonstrate good physical skills as they confidently attempt to walk across balance beams. These experiences help to develop children's core muscles.
- Staff are clear about how the range of experiences they provide develop children's small hand muscles in readiness for later writing. They encourage children to squeeze dough and thread pasta. Children have opportunities to mark marks with a range of resources. They become eager mark makers as they paint and stretch up high to chalk on boards. Older children confidently attempt to write their names on their artwork, showing great pride as they say, 'I did it.'
- Staff skilfully incorporate mathematics through everyday experiences. As children pour water into containers, staff introduce language such as 'full' and 'empty'. As babies explore stacking blocks and balls, staff count each one. Older children are encouraged to name the properties of shapes as they count the corners. Children learn how to use mathematics purposefully. For example, they discuss needing 'three circles' to make windows on their rocket structure. Staff support children to develop a good grounding in early mathematics.

- Leaders have good oversight of the assessments that staff make of children's learning. This helps them to identify any emerging gaps in development at the earliest stage. The special educational needs coordinator (SENCo) receives targeted training and support to help her in her role. She works with key persons to develop children's individual plans with advice from outside agencies. Children with special educational needs and/or disabilities (SEND) are supported well.
- Leaders have an accurate view of the strengths and areas for development of the setting. Staff are supported through supervision sessions and ongoing professional development. This supports staff to understand what leaders intend for children to learn and achieve at the nursery. Children are provided with many activities that capture their interests. However, when planning activities, at times staff focus on the intent for the whole room. They do not consider how these activities and experiences will build on children's individual next steps to enhance their learning further.
- The improved key-person system has ensured that all children have a settled relationship with familiar adults. Parents talk positively about the impact of this. Leaders gather and share information with parents. However, communication methods are not always as effective as they could be. For example, thorough handovers take place as children arrive, but the information from these is not shared swiftly with children's key persons. This hinders staff's ability to use this information to shape their interactions with children.
- Mealtimes are used as an opportunity to promote children's understanding of how to keep themselves healthy. Staff engage children in discussions about healthy eating and encourage them to try new foods through nurturing encouragement. Staff talk to children about the importance of washing their hands carefully. Children remember that they do not want germs to go into their tummy. Staff discuss the importance of eating a healthy diet and about the ingredients in the meals. These experiences help children in forming healthy habits for their future.

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:

- strengthen the planning and implementation of adult-led activities to build specifically on what children know and can do
- develop the key-person approach further by strengthening the communication methods with parents to improve consistency for children's care and education.

Setting details

Unique reference number	2593030
Local authority	Manchester
Inspection number	10349027
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	116
Number of children on roll	153
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 696 3964
Date of previous inspection	12 December 2023

Information about this early years setting

Kids Planet Wythenshawe registered in 2020 and is part of a large chain. The nursery is situated in Wythenshawe, Manchester. It employs 28 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rebecca Weston
Liz Dayton

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with leaders and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- Children communicated with the inspectors during the inspection.
- The manager and one of the inspectors carried out a joint observation during a group activity.
- Parents shared their views with the inspectors.
- The inspectors spoke with the manager and seniors leaders about the leadership and management of the nursery.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The SENCo spoke to the inspectors about how they support children with SEND.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.
- The manager and senior leaders provided the inspectors with a sample of key documentation on request, including documents 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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