

Inspection of Kids Planet Stafford

Lammascote Road, Stafford, Staffordshire ST16 3TA

Inspection date: 28 May 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

There are some weaknesses in staff's ability to assess the risk of activities and experiences that they provide for children. For example, staff do not identify possible risks to children of slippery drain covers in places where they are able to run freely. Staff place small stepladders on sloped ground, meaning they are unstable. However, staff supervise children and remain close by, meaning these risks do not have a significant impact on children's safety or welfare.

The quality of education that children receive is variable because staff's knowledge and understanding of the curriculum are inconsistent. Some babies roll balls through paint and use their hands to make large-scale marks. However, other babies spend a lot of their time wandering around the environment and are not motivated to learn. Pre-school-age children encounter long delays, particularly when waiting for their meals. Although staff remain with them, interactions are sparse, and children lack challenge. They spend a long time singing songs. However, staff are not familiar with the words to the songs that children choose, which adds further delay.

In contrast, two-year-old children thrive. They are highly inquisitive learners because staff who work with them have a sound understanding of the curriculum and how children learn and develop. Outdoors, they practise their coordination skills as they collect dripping water from the end of the shelter. Children model mathematical language such as 'full' when describing their jug and feed the water they have collected to toy dinosaurs.

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

- Not enough improvement has been made since the last inspection to fully benefit children. There has been a turnover of staff and managers during this period. The new management team is aware of weaknesses in staff's teaching skills and practice and is taking steps to address this. The team is carrying out regular monitoring and supervision of staff. However, plans in place to help staff improve their teaching skills and practice are still in their infancy. They have not yet had the intended impact to improve the quality of education that children receive consistently to at least a good level.
- The provider has recently notified Ofsted about a serious accident that took place at the setting. Risk assessment had not been used effectively to ensure that all areas of the premises were safe for children. However, since this accident happened, the provider has taken appropriate action to remove the identified risk to children and prevent recurrences. However, staff's ongoing knowledge and understanding of risk assessment are not rigorous. Children remain exposed to some lesser risks during their play. Staff are not always alert to children who

drink rainwater or eat fruit with mud on during activities. Children ride bikes in areas where there is not enough space, which causes them to crash into their friends.

- The manager has identified a clear and well-sequenced curriculum for all children. Staff who work with two-year-old children deliver this effectively so that children receive a broad and rich range of learning opportunities and experiences. However, in other age groups, this is not consistent. Younger and older children do not fully benefit from purposeful learning opportunities. This means that they are not supported to gain the intended knowledge and skills in readiness for the next stage in their learning.
- Children access some activities that they enjoy throughout the day. They use a range of tools to crush berries and use the juice to make marks on canvases. Children love exploring the world around them outdoors. However, at times, staff do not plan and provide enough choice of activities for children. This results in some children experiencing prolonged periods where they become disengaged and wander, which impacts on their learning.
- Children mostly behave well in the nursery. They follow simple instructions that staff provide to adhere to routines and expectations. Staff provide opportunities for children to learn how to take turns. For example, when using stepladders, children wait patiently for their go.
- There is suitable support in place for children who have delays in their development or special educational needs and/or disabilities. Staff know the children and their needs well. Individual plans are created to target where there are gaps in children's learning and to provide support for children to make progress in closing these.
- Parents speak positively about the nursery. They state that staff are friendly and welcoming. Parents like the daily handovers and feedback they receive about their child's day. They welcome the frequent information they get about their child's learning and development in order to build on this further at home.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that all staff understand and use risk assessment effectively to remove or minimise any risks to children's safety.	18/06/2024
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To further improve the quality of the early years provision, the provider should:

- embed the arrangements for the monitoring and supervision of staff to raise the quality of teaching consistently to at least a good level
- support staff to implement the curriculum consistently and effectively across all age groups
- strengthen planning to support all children to be consistently engaged, motivated and challenged in their learning.

Setting details

Unique reference number	2676232
Local authority	Staffordshire
Inspection number	10306101
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	63
Number of children on roll	92
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01785609699
Date of previous inspection	11 July 2023

Information about this early years setting

Kids Planet Stafford registered in 2022 and is situated in Stafford. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 15 members of staff. Of these, one holds a qualification at level 6, five hold qualifications at level 3, and one holds a qualification at level 2. The nursery is in receipt of early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk to understand how the provision and curriculum are organised.
- The manager and inspector completed a joint observation to evaluate the effectiveness of teaching.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Parents and children spoke to the inspector and gave their views of the setting.
- The inspector observed the quality of teaching to assess the impact this has on children's learning.
- The inspector held a meeting with a childcare director, an early years advisor and the manager and looked at relevant documentation and evidence of staff suitability.

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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