

Inspection of Kids Planet Lytham Lodge

The Lytham Academy, Ballam Road, LYTHAM ST. ANNES, Lancashire FY8 4LE

Inspection date: 25 June 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Secure, loving relationships between staff, children and families are at the heart of this exceptional setting. The needs and interests of every child are known and understood. Extensive sharing of information between parents enables staff to carefully plan for continuity of children's care. Children rapidly build relationships with staff. They are provided with cuddles in abundance when they need reassurance. All children, including those who are new to the setting, are calm and content.

Children are instrumental in shaping the development of the setting's 'golden rules', which they consistently live up to. These rules help children to understand the impact of their behaviours on the feelings of others. Children explain what they could do to help others who may be feeling sad. Children are taught about the positive impact that they can have in the local community. They speak enthusiastically about interacting with people in the local care home and their contribution to the nursery's float at the local parade. The setting's approach to teaching children about respectful and positive behaviours is highly effective.

The setting ensures that all children access an ambitious curriculum. Children experience a range of outings and are immersed in experiences that they may not otherwise encounter. Opportunities to consolidate prior learning and embed knowledge are seamlessly woven into each step of children's learning. For example, children apply their learning about emotions and practise their mathematics skills during sports activities. As children engage in discussions about birds, staff link this to their prior knowledge of pigeons. Children develop a deep body of knowledge in all aspects of their learning.

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

- The setting is highly ambitious for all children. Careful consideration is given to deciding on the most effective ways of targeting children's next steps in learning. For example, children who are learning to speak are specifically introduced to new vocabulary during mealtimes. The setting invested in indoor climbing equipment to support children, who were demonstrating a need in this aspect of their learning. Children make significant gains in their learning, both in the moment and over time.
- Children benefit from being fully immersed in this language-rich setting. The setting has chosen to organise activities, including mealtimes, into small groups. They use these times to have meaningful two-way discussions with children and to teach them how to take turns in conversations. Babies demonstrate their extensive knowledge of songs and rhymes as they confidently show others the actions. Older children repeat words, such as telescope, that they have heard

staff read in books. All children make rapid progress in their communication and understanding.

- The setting ensures that staff understand how to extend children's learning through their interactions with them. As children play with magnetic shapes, staff ask questions to encourage them to think about why some parts of the shape stick and others do not. Staff actively listen, give children time to think and provide clear explanations. Children are exceptionally well supported in their learning.
- Children with special educational needs and/or disabilities (SEND) are supported extremely well. The setting is highly ambitious for these children and goes above and beyond to ensure that their needs are met. This includes finding innovative ways of working with other agencies. The setting provides extensive training for staff, to ensure that they have the knowledge and skills they need to provide effective support to each child. Children with SEND make significant progress in their development from their starting points.
- The exciting range of activities on offer supports children to be extremely motivated to learn. Children are consistently encouraged to be independent in their learning. They are creative in their use of the resources available to them and show resilience when they find things difficult. Children demonstrate consistently high levels of engagement.
- Children are fiercely independent and are taught how to manage their own personal needs. Staff encourage babies to wipe their own hands and faces. Children rapidly become confident in using cutlery at mealtimes. The setting provides extensive advice and support to families about making healthy choices around food, exercise and limiting screen time. Healthy lifestyles are promoted exceptionally well.
- The setting is meticulous in ensuring that it uses additional funding to target the aspects of children's development that would benefit from support. It works in partnership with families and other professionals when making these decisions. The setting goes above and beyond to ensure that children attend every session that they are entitled to. These procedures help to ensure that all children, including those who are vulnerable, can make high levels of progress and benefit fully from the setting's provision.
- The setting is relentless in its drive to maintain exceptional standards and to continuously improve. It supports staff in developing their knowledge and skills. Leaders are meticulous at monitoring the impact of this. Staff who are new, or less experienced, make rapid improvements in their practice. The strengths of this setting are often shared with local childcare providers to impact on their quality and practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2669539
Local authority	Lancashire
Inspection number	10341221
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 9
Total number of places	108
Number of children on roll	136
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01253732757
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Lytham Lodge registered in 2022 and is located in Lytham St Annes, Lancashire. The setting employs 33 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Liz Dayton
Lisa Bellam-Brown

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- Parents shared their views of the setting with the inspectors.
- The inspectors carried out joint observations of activities with the manager.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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