

Inspection of Kids Planet Stalybridge

83 Huddersfield Road, Stalybridge SK15 2PT

Inspection date:

25 June 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The provider is passionate about raising standards and is aware of the weaknesses that need addressing at the setting. They know what they want children to learn and experience over time. However, there is not a well-sequenced curriculum in place to help staff to plan for children's learning across all areas. Much of the learning that takes place is incidental and the poor organisation of some activities and routines impacts on children's engagement. This does not support children to make consistently good progress. That said, staff do provide a well-resourced environment that considers children's interests. Children enter eagerly and are keen to join the activities that staff provide. Babies babble as staff sing with them. Staff introduce lots of mathematical language as they play alongside children. As children scoop up mud, staff introduce words such as 'more' and 'less'. Children join in with number songs and staff encourage them to count as they play.

Children have formed loving bonds with the staff and each other. Staff are nurturing as they sing children to sleep. Children talk with happiness about seeing each other in the community. They respond well to the setting's consistent expectations. Children behave well and demonstrate kind behaviours throughout the day. They gently rock baby dolls and invite their friends to join in with games, such as hide and seek.

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

- Staff are not always clear what it is that leaders intend for children to learn. All children have a key person who takes responsibility for their care. However, they do not always ensure that children's next steps in learning are supported across the breadth of the curriculum. Lots of the learning is incidental and the planning of future experiences is not ordered well to build effectively on each child's prior knowledge and skills. This impacts on the progress that children make in their learning.
- Staff have not received supervision and professional development that precisely target inconsistencies in practice. The quality of practice throughout the setting is variable. However, the setting recognises the journey it is on. There are clear plans in place to drive improvements. The setting is in the process of introducing new supervision systems to support the coaching of staff. Priority has been given to supporting staff well-being, meaning that staff morale is high and staff feel supported in their roles.
- Staff do not always consider how they can organise routines and activities to help all children remain engaged in their learning. For example, at story time, children are expected to sit in large groups together where they struggle to see the book. This results in some children wandering away. At other times children have access to a wide range of books to explore. Children cuddle with staff as

they enjoy their favourite stories. Children spend time showing their favourite books to their friends as they point and discuss each page.

- The setting offers many opportunities for children to develop their physical skills. Babies are provided with the space to crawl, cruise and take their first steps. Staff encourage older children to balance on beams. They try hard not to 'fall into the lava'. Children use their strength to fill up containers with water and pour them down pipes. Staff initiate bike races for the children where they cheer each other along. Children are confident in their physical abilities.
- Supporting children's health is a strength of the setting. Staff discuss with children the importance of drinking lots of water on hot days. Staff model good hygiene practices and have taught children the importance of washing their hands. Staff spend time talking to children about where healthy ingredients come from. Children enjoy watching the apples and pears growing on the trees outside. They discuss how they are excited to eat them when they are ready to be picked. Children are developing an understanding of how to keep themselves healthy.
- Children with special educational needs and/or disabilities (SEND) are supported well at the setting. Leaders work with the local authority and other agencies to implement individual support plans for children who need them. Children with SEND make good progress in their learning from their starting points.
- The setting promotes a love of nature. Children spend time exploring bugs with magnifying glasses outside and show the bugs they find to their friends. Staff encourage children to water flowers. Children spend time looking and noticing the size of the fruit on the trees in the garden. Children develop an understanding of the importance of caring for living things.

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
implement a curriculum that is ambitious, well sequenced and has a clear intent for what children will learn	20/08/2024
ensure that staff supervision and professional development precisely target inconsistencies in practice.	20/08/2024

To further improve the quality of the early years provision, the provider should:

- enhance the key-person system to ensure all children's individual learning needs are identified and supported to help them to make consistently good progress
- strengthen the organisation of routines and activities to help all children remain engaged in their learning.

Setting details

Unique reference number	2743557
Local authority	Tameside
Inspection number	10348983
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	116
Number of children on roll	110
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 303 2226
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Stalybridge registered in 2023 and is situated in Stalybridge, Tameside. The nursery employs 24 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rebecca Weston
Joanne Buckley

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 have taken that into account in their evaluation of the setting.
- 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.
- The manager and senior leaders provided the inspectors with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the nursery with one of the inspectors.
- The inspectors spoke with the manager and senior leaders about the leadership and management of the nursery.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.

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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