

Inspection of Kids Planet Norbreck

Russell Avenue, Thornton-cleveleys FY5 1NY

Inspection date: 15 July 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

Children are confident and happy at this positive setting. The setting provides children with a range of experiences to build on their prior knowledge and to broaden their understanding of the world. Babies enjoy feeling the sand between their toes and excitedly make marks with chalk. Children are eager to share what they have discovered as they return from their walk to the beach. They gleefully count the pebbles that they have collected and exclaim to staff, 'we saw a starfish!'. All children make good progress in their learning and are well prepared for the next stage of their education.

Staff have developed positive relationships with children and are respectful towards them. For example, they ask permission before changing babies' nappies or prior to helping children wipe their noses. On the rare occasion that children are upset, staff provide comforting cuddles and reassurance. Staff communicate well with parents to find out about each child before they start at the setting. This helps them to provide continuity of care and supports children to feel secure. Children's emotional and personal needs are supported well.

The setting has high expectations of children's behaviour. Staff model using good manners and teach children about the importance of using 'kind hands' when interacting with others. Children are supported well to develop their resilience and concentration. Staff praise and encourage children as they work as a team, using different materials to make a shelter outside. Children persevere when this becomes difficult. They are developing positive attitudes to learning.

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

- Children's language and early literacy skills are prioritised at each stage of their development. They have access to a broad range of books and enjoy exploring these independently. Staff read aloud to children and encourage them to join in with songs and rhymes. They engage children in quality two-way conversations. For example, as children see an aeroplane in the sky, staff use this as an opportunity to talk to them about their experiences of going on holiday. Children become confident communicators and develop a love of reading.
- The setting's key person system is effective. Staff know their key children well and have a clear understanding of their next steps. However, this knowledge is not always shared effectively with other staff. This means that, occasionally, when children are not with their key person, staff are not always clear how to target their next steps in learning.
- The setting promotes children's physical development well. Children have many opportunities to build their small and large muscles. For instance, babies strengthen their core muscles as they enjoy 'tummy time' activities and pull

themselves up to a crawling position. Toddlers skilfully scoop rice with spoons and squeeze dough with their hands. Older children proudly say, 'look how strong I am', as they roll large tyres outside. Children enjoy being active in their play and make good progress in their physical skills.

- Children with special educational needs and/or disabilities (SEND) and those in receipt of additional funding are supported well. The setting works closely with other professionals and with parents to ensure that the needs of these children are understood and met. Children with SEND make good progress from their starting points.
- The setting encourages children to do things for themselves. Staff teach children how to use cutlery, pour their own drinks and serve themselves food. Children proudly take on the role of being a helper at mealtimes. Children are confident to independently choose the resources that they want to play with. For example, they take the toy dinosaurs to the water tray and say, 'they have been in the campfire and need a wash!'. Children are becoming increasingly independent and have positive attitudes to their learning.
- The setting ensures that staff access ongoing, meaningful professional development opportunities. This includes making sure that staff receive mandatory training and are clear about the setting's policies and procedures. Staff respond well to feedback and use what they learn to enhance their practice and to develop aspects of the curriculum. The setting is committed to ensuring that the quality of the provision and of staff practice continually improves over time.

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:

- support staff to strengthen their understanding of the intent for each child during the activities they provide, so that all children benefit from these experiences.

Setting details

Unique reference number	2701540
Local authority	Blackpool
Inspection number	10355628
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	102
Number of children on roll	144
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01253 869729
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Norbreck registered in 2022 and is located in Thornton-Cleveleys, Lancashire. The setting employs 25 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, all year round. Sessions are from 7:30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Liz Dayton
Kelly Little

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the setting 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 them about their curriculum and what they want their children to learn.
- Children spoke to 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 inspector about how they support children with special educational needs and/or disabilities.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting during the inspection. The inspectors took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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