

Inspection of Kids Planet Horsforth

1 Wood Lane, Leeds LS18 4HH

Inspection date: 4 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 thoroughly enjoy coming to this happy nursery. Parents say children are buzzing with excitement after their day. Children develop warm relationships with caring staff. They show they are relaxed and content as they play and seek out staff for cuddles. Staff place high priority on supporting children's emotional well-being by teaching children about their feelings. They encourage children to be 'kind friends'. They support children in being ready for changes, such as starting school or becoming a sibling. Staff have high expectations of children's behaviour. They help children regulate their behaviour, working with parents to provide consistent approaches, where necessary.

Leaders plan an inclusive curriculum that is ambitious for all children. Children with special educational needs and/or disabilities (SEND) and those learning to speak English as an additional language are supported well. Additional funding is used effectively to support children's learning. Overall, the curriculum is implemented effectively by dedicated staff. This ensures that all children make good progress and are ready for the next stage of education. Staff plan activities based on what they know children are interested in and what they need to learn next. Children benefit from a wide variety of activities, which focus on fun, learning and keeping healthy. This helps children have a positive attitude, concentrate and join in.

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

- Staff are very effective at teaching babies and younger children new words. Babies enjoy dancing and babbling along as staff sing to them. Staff use pictures and actions to help children learning to speak English as an additional language. This supports children to develop early language skills. At times, however, chances to teach older children more challenging words or engage them in detailed discussions are overlooked by staff. On these occasions, some children do not make as much progress in their learning as they could.
- Staff ensure children always have access to books. Children readily look at books in cosy areas in each room. Families borrow books from the nursery's lending library. Staff provide a relaxing bedtime routine, including bedtime stories for those children who stay at the nursery until later in the day. These experiences support children to develop a love of books, early literacy skills and provide home learning ideas for parents.
- Staff plan lots of opportunities for children to develop physical skills. For example, staff provide attractive toys and spaces, which encourage babies to reach and move towards them. Toddlers practise balancing on obstacle courses, they run and jump as they play outside. This helps them build their large muscles. Children learn to use cutlery and serve themselves at mealtimes. Staff teach older children to hold pencils to practise mark making with control and

dexterity.

- Staff use routines very effectively to support children's growing independence. For example, babies crawl to the snack table. They try to put on their own bibs and feed themselves. Older children responsibly set the dining tables and pour their own drinks. They help others who are not yet confident in pouring from a large jug. Parents say that they are impressed that staff teach children to put on their own coats and shoes. These skills help children to develop self-confidence and take pride in their achievements.
- Staff demonstrate positive attitudes and friendly relationships towards their peers and children. They remind children of 'kind hands' and 'walking feet'. Staff model polite manners, which children copy. Hence, children's behaviour is good throughout nursery. Staff take children on trips into the local community and areas of interest. They teach children about their own and others' cultures through celebrations and special days. This helps children learn about themselves and different people.
- Leaders seek feedback from families, schools, children and staff to help them identify areas of the nursery to improve. For example, staff now explore more events with children after parent's feedback. Leaders also monitor the quality of practice in nursery to support nursery improvement planning. However, this does not always identify slight inconsistencies in how well the curriculum is delivered. This means that, on occasion, specific support required to improve practice is not identified.

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:

- develop high-quality staff communication skills across the nursery to maximise learning opportunities for all children
- refine systems for monitoring to enable leaders to ensure the curriculum is consistently and effectively implemented across the nursery.

Setting details

Unique reference number	2678901
Local authority	Leeds
Inspection number	10350613
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	147
Number of children on roll	128
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0113 258 2110
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Horsforth registered in 2022. The nursery is in the Horsforth area of Leeds. It opens from 7.30am to 6pm, Monday to Friday, all year round. The nursery employs 22 members of staff, 13 of whom have suitable early years qualifications, 2 at level 6, 7 at level 3, and 4 at level 2. The nursery provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Ruth Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the 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 together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked 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 SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The managers and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the nursery with the inspector through written feedback and discussions. The inspector took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the leaders about the leadership and management of the nursery.

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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