

Inspection of Kids Planet Halton

Sunbeams Day Nursery, 17 Field End Gardens, LEEDS LS15 0QD

Inspection date: 6 August 2024

Overall effectiveness	Outstanding
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

Across the nursery, staff's interactions with children are of an exceptionally high quality. This is because the curriculum intent and implementation are embedded securely. Staff understand what children already know and can do and what they want them to learn next. They play a fundamental role in preparing children for their move on to school.

Staff pay excellent attention to children's physical development. Learning is planned sequentially. For example, babies crawl in different ways and directions and sit without support. They reach out for objects and turn the pages of books. Toddlers benefit from watching staff demonstrate movements, such as a jump and a hop. They then show how they can undertake these actions with accuracy and control as they take part in a fun game of hopscotch. Pre-school children go up steps and climb apparatus using alternate feet. They show their development of balance and spatial awareness as they throw and catch a rugby ball and as they ride wheeled toys, negotiate large spaces and manoeuvre around their friends. Children develop confidence, enjoyment and competence in performing movement skills. The curriculum has a highly positive effect on children's well-being and health.

Children behave exceptionally well. They share, take turns, play collaboratively and listen to their peers and staff. Children are very eager to learn. They are deeply engaged in their play and sustain high levels of concentration.

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

- Staff consider how they can empower children and hear their voices in the nursery. Children on the pre-school council vote to make changes. For example, they decide what food they will swap on the nursery menu and introduce well-being days for their friends' emotional health. Children meet local councillors to make links to their own role and to understand the duty of important people in their community.
- Staff skilfully link the curriculum intent of mathematics to children's role play outdoors. For example, they encourage toddlers and pre-school children to find circular items. Bowls and plates are eagerly gathered and taken to superhero headquarters. Toddlers and pre-school children reject an oval-shaped item, showing their secure knowledge of shape. Indoors, pre-school children show how they can solve problems with ease. For example, without using fingers or counting, they know they will need three more cups to have enough for five people.
- There is an excellent key-person system. Secure, warm and trusting relationships between staff and children are clear to see. Babies who are new to

the nursery settle quickly as staff provide reassuring cuddles and words. Staff place a high focus on children's personal, social and emotional development.

- Parents report that staff create a sense of belonging and community for the whole family. They say that they receive detailed assessments and daily photos of their children at play. Parents have access to a vast range of resources to support them to continue children's learning at home, including a lending library. Respectful partnership working means that children thrive in their learning and development.
- Staff listen attentively to children. They comment on what children say and ask open questions to encourage their language skills further. Conversations jump from topic to topic. For example, children speak about the food they eat then move on to talk about camping. While children play in the sand, staff speak with them about holiday destinations in England and the name of grandma's dog. Staff build children's vocabulary extremely well.
- Children celebrate a vast range of calendar events, such as Jamaican Independence Day. They describe the texture of a coconut as 'brown and furry'. Children enjoy Jamaican curry and rice. They see themselves represented in books. This helps children to build identity and enables them to appreciate their own culture and the culture of others.
- Staff encourage pre-school children to take part in yoga after lunch. Children show their concentration skills as they focus on their movements. They sit in a meditation pose and naturally close their eyes as they take part in breathing techniques. Staff understand the equal importance for children to exercise, be mindful and to re-charge quietly.
- Leadership and management are excellent. Support for children awaiting diagnosis is highly secure. Funding is used extremely well to enhance children's individual needs. Staff have vast opportunities to enhance their professional development to benefit children further. They say they feel highly supported and their well-being is greatly considered.

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	2752747
Local authority	Leeds
Inspection number	10354202
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	1 to 4
Total number of places	74
Number of children on roll	129
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0113 2606 957
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Halton registered in 2023 and is located in Leeds. The nursery operates all year round, Monday to Friday. Sessions are from 7.30am to 6pm. The nursery employs 23 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 2, 3 and 4 and eight are unqualified. The nursery provides funded early education for two-, three and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

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 the inspector completed a learning walk together of all areas of the nursery and discussed their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector 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 on the staff with the inspector.

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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