

Inspection of Kids Planet Gedling

Wood Lane, Gedling, Nottingham NG4 4AD

Inspection date:

30 July 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Staff and leaders have addressed the actions set at the last inspection. The implementation of a key-person system has had a positive impact on children. Children arrive at the nursery happy to see the staff that they have established bonds with. They confidently leave their parents at their room door and wave goodbye. Babies and toddlers receive cuddles and reassurance from the staff as needed throughout the day.

Leaders and staff have clear curriculum intentions. They aim to ensure that children develop their independence, become confident communicators, and develop the social skills needed for the move to school. However, there are inconsistencies in the way that the staff implement the curriculum. Therefore, not all children make the best possible progress in their learning and development.

Staff meet children's health needs well. They ensure that the environment and play equipment children use are safe and clean. Children of all ages enjoy being outside. Risky play is well supervised by staff. Pre-school children and toddlers are confident to climb on large equipment and balance well to walk along planks. Staff encourage them to overcome difficulties, such as helping them identify where to place their feet in order to climb down from the top of a secured pile of tyres. Babies have their own secure garden space and spend much of their day outside. Older babies develop their core strength and physical skills as they stamp their feet, jump and splash in a tray of water.

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

- Staff support pre-school children to count as they cut fruit into slices. As children paint with rollers, staff model directional language such as up, down, forwards, backwards and side to side. Toddlers eagerly join in with singing. They watch and copy the actions that staff demonstrate to nursery rhymes. However, the support for children's learning is not consistent. Staff do not recognise when some of the activities on offer are too hard for children. They do not adapt the way activities are implemented well enough to meet the different ages and abilities of the children taking part. As a result, some children struggle to join in and take part in the play and learning on offer.
- When parents collect their child from the nursery, the staff share information with them about their child's day. Staff send written termly development updates to parents. However, parents are not aware of the development targets that are in place for their children. Therefore, they are unable to work in partnership with the staff to support their child's progress at home.
- The nursery cook provides children with freshly prepared, well-balanced, healthy meals and snacks. Staff recognise the importance of encouraging children to

develop a sense of responsibility and independence. They support toddlers and pre-school children to use jugs to pour their own drinks and serving utensils to transfer food from serving dishes onto their own plates. Staff encourage children to drink water throughout the day and stay well hydrated.

- Staff ensure that sleeping children are well supervised and checked regularly. Children's bedding is washed after each use to prevent any cross infections. However, during times of transition between routines, such as meals and sleep, it becomes hectic and chaotic. Children wait for a period of time, unsure of what is expected of them, and often wander off from where they are supposed to be.
- Staff are good role models and encourage children to use good manners. When minor conflicts occur between children, staff are quick to step in and remind children of the nursery rules for behaviour. However, staff do not support children well enough to understand their emotions. Children are not learning to express their feelings in socially acceptable ways.
- Leaders have an accurate view of the nursery. They are committed to raising the quality of practice. Staff are encouraged to take part in targeted training to help them develop their skills and knowledge. Leaders recognise the impact that changes in the staff and leadership team have had on staff morale and well-being. Staff comment that they are happy to work in the nursery and have been well supported during the changes.

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
enhance the implementation of activities so that the needs of all children taking part are met and they are suitably challenged.	31/08/2024

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

- build on how staff communicate with parents to ensure that they have the guidance needed to support their children's learning at home
- improve the organisation of transitions, especially those leading to mealtimes

- and sleep times, to ensure that all children are consistently well supported
- increase staff knowledge and understanding of how to support children to regulate their own emotions and help children understand the impact that their behaviour has on others.

Setting details

Unique reference number	2723469
Local authority	Nottinghamshire County Council
Inspection number	10359296
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	72
Number of children on roll	76
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0115 955 2298
Date of previous inspection	11 December 2023

Information about this early years setting

Kids Planet Gedling, located in Nottinghamshire, registered in 2023. The nursery employs 13 members of childcare staff. Of these, one holds appropriate early years qualifications at level 7, one holds a level 6, three hold childcare qualifications at level 3 and one holds a level 2. The nursery opens Monday to Friday, all year round. 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

Inspector

Teresa Lester

Inspection activities

- The inspection was carried out as a result of a risk assessment, following information we received about the provider.
- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the manager.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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