

Inspection of Kids Planet Cleveleys

32 Nutter Road, THORNTON-CLEVELEYS FY5 1BQ

Inspection date: 23 September 2024

| Overall effectiveness | Outstanding |
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| 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

The dedicated staff put children at the centre of everything they do. Children show secure attachments to their key person. They develop strong bonds with all members of the nurturing staff team. Staff get to know children extremely well from the start. They tailor settling-in sessions to suit the needs of each child. Children show a sense of belonging and that they feel safe and secure. This enables children to thrive in the homely environment.

The ambitious and enticing curriculum is expertly sequenced and builds on what children already know and can do. The setting offers a wealth of exciting activities and real-life experiences to spark children's curiosity. All children, including those with special educational needs and/or disabilities (SEND), show a genuine thirst for learning. Children sustain extremely high levels of engagement. Staff ask relevant questions to encourage children to think and speak about what is happening and why. Children are expert problem-solvers, develop excellent large-muscle skills and learn to assess risks. Older children work out how to get in out of hammocks and safely traverse across suspended ropes. Children flourish and make excellent progress.

Staff have clear behavioural expectations of the children. They provide gentle guidance to support children to understand and regulate their emotions and behaviour. Differences are celebrated and discussed openly. Children learn what it is to be unique. Furthermore, staff offer specific praise to children, such as, 'I love your ideas.' This helps to promote children's positive self-esteem and makes them feel highly valued. Children's behaviour is exemplary.

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

- Staff use every opportunity to teach children new words and meanings. For instance, older children learn how a caterpillar makes a cocoon as they transition to a butterfly. Staff demonstrate how they value babies' voices as they use a range of language to respond to each baby as they babble and chatter. Children are exceptionally confident speakers and are developing an impressive vocabulary.
- Staff provide children with SEND a highly inclusive learning environment. Early intervention, targeted strategies and partnership work with other professionals ensure that there is a joint approach to supporting children's development. For instance, all staff members consistently use sign language when narrating and speaking to children. Furthermore, children learn sign language to help facilitate communication for all. Children with SEND make exceptional progress.
- Staff expertly embed songs, rhymes and stories that motivate and engage children as they progress through the nursery. Staff strongly encourage children

to develop a love of books. They read stories in an exciting and engaging manner. In addition, children access the nursery lending library and regularly visit the local library to borrow books with their own library cards. Children are immersed in books, choose to read them spontaneously and retell their favourite stories.

- Babies have plenty of space to practise physical movement. Younger babies develop core muscles through superbly supported tummy time. Older babies develop finger dexterity. They concentrate for long periods of time while threading cereal hoops onto spaghetti. Babies receive lots of praise and encouragement, which encourages them to keep trying. Babies develop exceptionally well in preparation for their next stage of learning.
- Children's independence flourishes through daily routines and tasks that instil responsibility. At mealtimes, older children set the tables and support their younger peers to self-serve. Staff encourage younger children to practise putting on and taking off their 'wellies' before outings. This focus on self-management equips them with essential skills, fostering confidence and autonomy for future learning.
- Staff use their expertise to teach children about risks and safe behaviours. This empowers children to explore independently and extend their own capabilities within safe and supervised surroundings. For example, older children confidently discuss the importance of water safety when visiting the beach. They understand the risks of the tides and know when it is not safe to play on the beach. All children develop an excellent awareness of safety.
- Parents praise the dedication and support they receive from the nursery. They value the team's commitment to their children's well-being. Staff provide support and advice for parents to enhance and continue their children's learning at home. For instance, the nursery shares recipes and provides ingredients for children to enjoy their favourite healthy meals at home. Consequently, support for all children, including those from disadvantaged backgrounds, is superb.
- The provider has high expectations for all practitioners, and this is reflected in everyday practice. Less-experienced staff are provided with a mentor. This helps to develop their teaching skills rapidly. Staff's well-being is a priority. Staff are happy in their roles, and morale remains high. These approaches help to provide continuity of care and ensure that outcomes for children are at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

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| Unique reference number | 2683658 |
| Local authority | Lancashire |
| Inspection number | 10350746 |
| 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 | 62 |
| Number of children on roll | 47 |
| Name of registered person | Kids Planet Day Nurseries Limited |
| Registered person unique reference number | RP900964 |
| Telephone number | 01253 858041 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Kids Planet Cleveleys registered in 2022 and is situated in Cleveleys, Lancashire. The setting employs 10 members of childcare staff. Of whom, six hold a relevant early years qualification at level 3 and four hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded care and early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Little

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about how they organise the early years provision, about their curriculum and about what they want the children to learn.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector spoke to the staff at appropriate times during the inspection and took account of their views.
- The inspector viewed parent testimonials during the inspection and took account of their views.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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