

# Inspection of Kids Planet Thornton

54 Church Road, Thornton-cleveleys FY5 2TX

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Inspection date: 1 October 2024

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The provider implements an effective key-person system. Children are given time to form strong bonds with staff while they choose their own key person. Transitions are a key strength of this setting. Staff prepare children well for their transition between rooms. Parents have opportunities to meet with staff and are given information about their child's transition. In addition, staff support parents and children through transitions, such as the birth of a new sibling and bereavement. This supports children to feel safe and secure during their time at the setting.

Staff know children well. They gather a wealth of information, including that obtained from parents when children start. The curriculum is well planned to support and reflect the individual needs of children and what they need to learn next. Staff are clear about what they want children to achieve. They carefully consider how to spend any additional funding when children receive this, ensuring it is individualised to meet the child's needs and has a positive impact. All children in receipt of funding make good progress in their learning.

Staff have a kind and caring approach and are positive role models to children. They talk to children about taking turns and introduce emotions to help them begin to identify how others may be feeling. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. In addition, they play well together and take turns as they share characters relating to story time. Children's behaviour is good.

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

- The curriculum supports children's physical development. Babies are supported to strengthen their core muscles needed to sit up, pull to standing and walk independently. Pre-school children develop finger dexterity as they skilfully use scissors and glue sticks to make their own sticker books. In addition, staff use these learning opportunities to teach children about risk and keeping themselves safe. For example, children talk about how to safely handle the scissors when passing them to their friends. Children are learning to understand how to keep themselves safe.
- Children with special educational needs and/or disabilities (SEND) are supported by staff who are knowledgeable about their needs. They are vigilant and alert to any signs of delay. There is a strong emphasis on working with parents and other professionals to ensure every child has support tailored towards their individual needs. This supports all children to make the best possible progress.
- Overall, communication and language are promoted well. Older children listen well as staff read a story. Staff skilfully engage the children and extend their

learning as they discuss the characters. Younger children have lots of opportunities to develop a love of early literacy and enjoy joining in with songs and rhymes. However, on occasions, babies and younger children are not always given the support they need to build and extend on single words. This means the support for communication and language for some children is not consistent.

- Staff plan some activities that extend children's knowledge of the world. However, overall, less focus is placed on this area of the curriculum. There are less opportunities for children to learn about the similarities and differences of people from the diverse community outside of their own experiences. This means that children do not always consistently gain an understanding of people outside their own community.
- Partnerships with parents are strong. Staff keep parents frequently updated about their child's progress. This includes offering guidance to support children's learning at home. Parents speak positively about the service provided. They report how their children are well prepared for when they start school.
- The well-established staff team feels well supported and valued by the management. The management team provides staff with regular supervision sessions. In addition, they offer various streams of support to ensure positive well-being. Managers place a strong focus on upskilling and developing the staff team. Staff access training linked to their development needs and areas of interest. As a result, staff are happy and highly motivated.
- Leaders and staff are reflective practitioners. They work well together and consistently evaluate the strengths in their practice and the physical setting. For example, recent changes to the outdoor area have been made to provide good levels of care and education for the children.

## **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 staff's confidence to consistently support children with communication and language needs
- enhance the arrangements to promote children's understanding of the similarities and differences between people outside of their own communities and experiences.

## Setting details

<b>Unique reference number</b>	2683675
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10350748
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	01253823201
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet Thornton registered in 2022 and is located in Thornton-Cleveleys, Lancashire. The setting employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Little

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector talked to parents at appropriate times during the inspection and took account of their views.
- 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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