

Inspection of Kids Planet Linthwaite

16 Waingate, Linthwaite, Huddersfield HD7 5NR

Inspection date: 26 November 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 rapidly settle into the nursery's routines and procedures, and staff help children to feel safe and secure. Children quickly learn how to manage their own self-care. For example, they wipe their face and know when they need to wash their hands, politely requesting permission before doing so. Staff make sure self-care equipment is easily accessible. This supports children to independently collect a tissue to blow their nose or help themselves to a drink. Children concentrate for extended periods, persisting at activities they have chosen. They are inquisitive learners, asking questions about the things they are interested in.

Staff read stories with enthusiasm to children. They use expression in their tone of voice to emphasise meaning. Children respond to this by listening attentively, making predictions and naming objects in the book. Books are available in all learning areas of the nursery. This encourages children to look at books by themselves and re-read their favourite stories. The combination of these factors really helps children to develop a love of books and an interest in reading. Leaders use additional funding to support children's physical progress and address any gaps in their learning. All children, including those with special educational needs and/or disabilities, are well prepared for the next stage in their learning.

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

- The planned curriculum ensures children develop competent physical skills. Babies push themselves up from their tummy and challenge themselves to crawl up small ramps. They develop their hand-eye coordination as they roll balls. Older children use tools such as forks, scissors, tweezers and syringes skilfully. They persevere as they make shapes with rubber bands on pegboards. These opportunities help children to refine their finger control and manipulation.
- The staff team consistently develops children's language and communication skills. Staff working with babies copy their babbling and frequently repeat words. Staff working with toddlers emphasise key words to help them name and identify many objects. Staff that work with older children regularly explain the meaning of words. For example, they encourage children to think about similarities and differences between animals and insects. These techniques really help children to widen their vocabulary.
- Older children begin to understand sustainability as they recycle materials. They learn about growth and how to care for plants as they grow fruit and vegetables. Babies observe nature while outdoors in prams. Older children visit a local park. However, staff do not consistently plan to help children to learn about diversity in their own community or the wider world in meaningful ways. This limits their understanding of people and communities that may be different to them.
- Staff frequently develop children's mathematical language and thinking. Babies

enjoy simple counting games and anticipate knocking down a tower as staff count to three. They stack shapes in size order. Older children use numbers in their shop role play and compare the lengths of worms. Children begin to recognise numerals and count out loud as they mix ingredients. These experiences develop children's confidence to tackle mathematical problems.

- Children follow instructions given by staff. They sit quietly as they take part in small-group sessions and help to tidy up. Staff talk calmly and quietly to children. However, staff do not promote children's ability to share or resolve conflicts over toys and resources effectively. This means that throughout all age groups, children sometimes take toys from each other. They do not develop a deep enough understanding of the impact their actions can have on others.
- Parents are supported to extend their children's learning at home. For example, the nursery provides a lending library of storybook bags to read together at home. Leaders provide information to help parents with aspects of care, such as bedtime routines, potty training and oral hygiene.
- Staff appreciate improvements that leaders have made to the nursery and the curriculum. This has supported their well-being and helped them to teach the children more effectively. They say they feel well looked after and can talk to leaders if they need support.

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:

- review the curriculum to ensure it supports children to have rich and meaningful opportunities to learn about diversity in their own community and the wider world
- teach children to understand the impact their behaviour has on others and enable staff to resolve conflicts swiftly.

Setting details

Unique reference number	2697670
Local authority	Kirklees
Inspection number	10367611
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	55
Number of children on roll	65
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01484 950708
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Linthwaite registered in 2022 and is situated in Linthwaite, Huddersfield. The nursery employs 14 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 2 or above. The highest qualification held is level 3. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, excluding bank holidays. The nursery offers government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- The manager, area manager, childcare manager and inspector held a meeting.
- The inspector spoke to children and parents during the inspection, taking into account their views.
- The inspector had a tour of the premises and observed the physical measures in place to keep children safe. The inspector viewed the inside and outside spaces used by the setting.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and inspector jointly evaluated an activity that children completed and discussed how children's learning during the activity could be developed further.
- The inspector looked at a sample of the setting's documents. This included evidence of the suitability of staff.
- Staff spoke to the inspector during the inspection about their workload and well-being.

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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