

# Inspection of Kids Planet Kirkby

richard hesketh drive, Kirkby L32 0TZ

---

Inspection date: 28 November 2024

<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

Managers are passionate about providing the best start for children. The nursery has a welcoming entrance, which offers an 'advice station' that provides helpful information and practical support for parents. Friendly staff greet children at the door and take the time to find out about their sleep, breakfast and general well-being. As a result, parents feel reassured, and children feel safe, secure and ready to learn.

The curriculum is ambitious for all children. Babies are curious to explore exciting treasure baskets. They carefully examine the different objects, textures and sounds. Staff teach new words such as 'slimy', 'press' and 'squeeze'. Staff support children to play using all of their senses as they investigate the toy dinosaurs stuck in the ice. Children develop the muscles in their hands as they use sticks to try and set the dinosaurs free.

Young children are involved in their play for long periods. They make prints in dough with pine cones and explore sensory materials, such as foam, gloop and natural painting materials. These experiences help children to develop their language and thinking skills. Staff have high expectations for children's behaviour. They support older children to play outdoor games together. They offer clear explanations to help them understand the rules. For example, children accept when they are out without question because they understand that they can play this game again.

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

- Managers are clear about what they want children to learn. For example, they offer many opportunities for children to practise skills and repeat movements that develop their physical ability. Staff challenge children to navigate an obstacle course outdoors. Young children know they must lift their knees high over the hurdles to clear them and replace them in the correct position when they knock them over. As a result, children build confidence and resilience, which helps to lay strong foundations for future learning.
- Key-person arrangements are well established. Staff know children very well. For example, they use screening tools to track and assess language skills and involvement levels. Staff use this information to identify any developmental delays early. They take swift action to refer to agencies and develop individual support plans. As a result, children get the targeted help they need to close any gaps in learning.
- Children have many opportunities to develop good language skills. Staff read stories and sing songs to children regularly during the day. Rooms are regularly adapted to support children's speech and language development. For example,

staff plan a role-play 'doctors' area, following children's routine vaccinations. Staff teach new vocabulary, such as 'patient', 'appointment' and 'immunisations'. This helps children build new knowledge linked to their prior experiences.

- Staff deployment is usually effective. However, at times, staff deployment means that children do not always receive the individual support they need to engage fully with some activities. Staff do not always place themselves close enough to children to offer additional support during story times. In addition, staff are preoccupied with other tasks during lunchtimes, leaving children with less support. As a result, at some key transition times, children are distracted and less engaged in their play and learning.
- Staff support children to achieve positive behaviour effectively. They explain that the children must wait patiently for their turn to tap out the syllables in their name with the maraca. Children respond positively. They smile at their friends and say 'there you go' as they pass the maraca on. Staff praise their good behaviour, which helps to motivate children to repeat it in the future.
- Children have many opportunities to do things for themselves and develop their independence. They follow good hygiene routines as they wash their hands before eating. Younger children scrape their own plates after lunch and wash their faces. Ultimately, children enjoy this sense of responsibility, which helps to boost their confidence and self-esteem.
- Parents are involved in their child's learning from the start. They value the close relationships and regular progress updates. Staff share the effective communication strategies used in nursery with parents to help support their children at home. For example, parents use visual symbols at home to help children understand the routines of tooth brushing or bedtime. This consistent approach helps children to make very good progress.
- Managers have a good insight into staff training needs. They find creative ways to motivate staff and engage them in their professional development. Staff are encouraged to celebrate each other on the 'shout out board' in recognition of their strong practice. This helps staff feel valued and builds a sense of pride in their work with 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:**

- strengthen the deployment of staff across the nursery at key transition times to meet the needs of all children.

## Setting details

<b>Unique reference number</b>	2750675
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10370128
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	98
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Kids Planet Day Nurseries Limited
<b>Registered person unique reference number</b>	RP900964
<b>Telephone number</b>	0151 548 8801
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kids Planet Limited Kirby registered in 2023 and is located in Kirby, Liverpool. The nursery employs 20 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and three hold a qualification at level 2. The nursery opens from 7.30am to 6pm, Monday to Friday. Children attend for a variety of sessions. The setting offers government funded places for children aged nine months to four years. They also offer places for children in receipt of funding for disadvantage.

## Information about this inspection

### Inspector

Rachel McHugh

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector took account of parents views during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector talked to staff 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.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024