Kids Planet Bricknell

Unique reference number (URN): 2848668

Address: 249 Bricknell Avenue, HULL, HU5 4NS

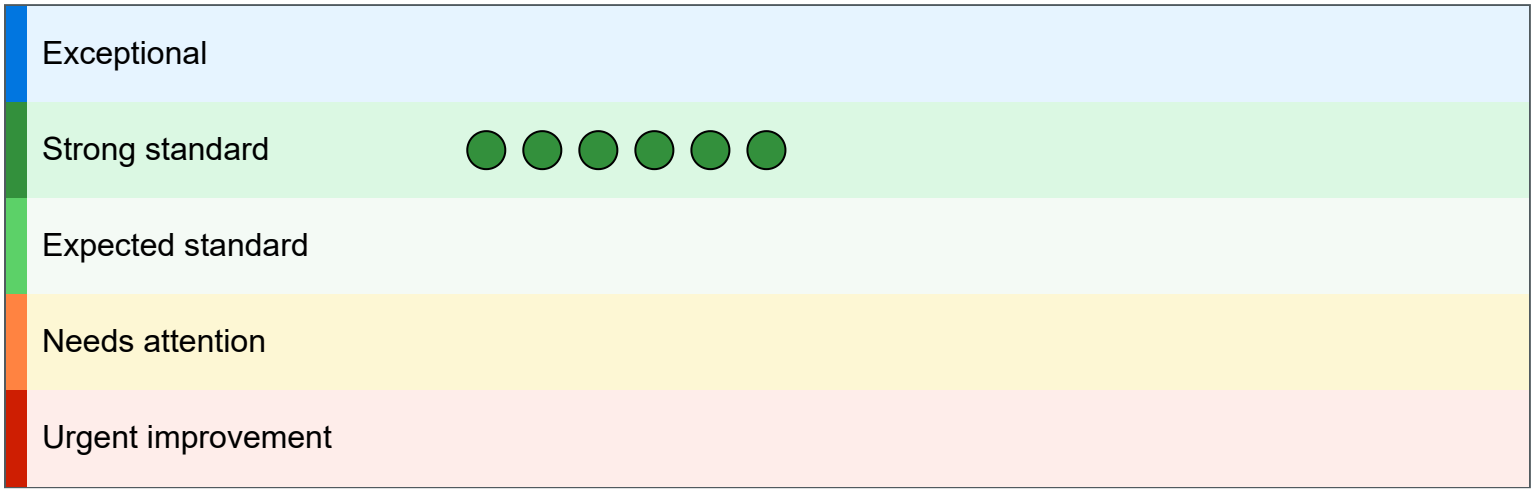
Type: Childcare on non-domestic premises

Registered with Ofsted: 02/07/2025

Registers: EYR, CCR

Registered person: Kids Planet Day Nurseries Limited

Inspection report: 8 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

All children make significant progress from their starting points, including children with special educational needs and/or disabilities or those that face other barriers to learning and/or wellbeing as they make excellent progress in their learning and development. All children, demonstrate that they feel secure and well supported in this enabling environment and fully participate in the nursery routines which are tailored to meet the differing needs of children.

Children thrive in the language rich environment, and participate in meaningful conversations with each other. Children are confident speakers and they openly express their ideas and ask questions. Children who speak English as an additional language are making excellent progress. This has a very positive outcome for all children's learning and contributes to their speech and language development effectively. All children, including children who face barriers to their learning, are developing as confident communicators. Babies develop listening skills as they hear stories and songs. They show resilience as they navigate the environment and develop their physical skills.

Children have every opportunity during daily routines to learn skills needed to be independent learners. For example, children confidently use cutlery to eat meals, including young babies. They learn in a calm atmosphere with lots of time to process new challenges and experiences. Staff provide abundant opportunities for children to strengthen both large and small physical skills through carefully planned activities and outdoor play. As a result, all children, including children with Special educational needs/ and or disabilities are well prepared and ready for the next stage in learning and transition to school.

Behaviour, attitudes and establishing routines

Strong standard

Children are familiar with the routines and expectations at nursery. They show perseverance and determination to solve problems for themselves. They focus intently on activities for long periods of time. They show interest in what they are doing, always supported by attentive staff who offer support and reassurance when needed.

Leaders and staff consistently model the high expectations for all attending. Children have formed friendships with others attending and are caring toward one another. Staff are calm and reassuring and children's behaviour is exemplary. Children thrive on the encouragement and frequent praise they receive from staff and this also significantly contributes to their confidence and self-esteem. Children demonstrate a real desire to focus on their learning. They are extremely confident and a demonstrate a 'can do' attitude to their learning. For example, babies who are starting to walk use resources to help them balance. Older children follow their specific interests in nature and the wider world around them.

Staff anticipate and swiftly identify children who face barriers to their learning and/or wellbeing. They ensure consistent guidance, time and support is provided so that children fully participate. Staff help build on children's skills gradually to help them settle into the daily routines. Leaders ensure there is a mutually respectful atmosphere throughout. Children

have established warm and trusting relationships with their key person. They demonstrate good manners and understand the high expectations that are fully embedded in practice.

Leaders work effectively with families to ensure that they understand the importance of regular attendance. Leaders and staff explain to families the importance of being punctual and attending regularly to support children's learning. Leaders adapt sessions and times to suit family needs.

Children's welfare and wellbeing

Strong standard

Leaders and staff consistently recognise and use additional learning opportunities that occur during everyday routines, such as nappy changing, handwashing and mealtimes. Healthy lifestyles are promoted at every opportunity. Children are supported to make their own healthy choices. At snack time, children choose from healthy options. Parents report their children talking to them at home about what is a balanced meal. Consistent routines motivate children to develop long-lasting habits. Staff maintain consistently strong links with outside agencies and professionals to ensure that families are supported in their unique circumstances. This helps children to feel safe and able to thrive.

Staff fully understand and swiftly identify the unique needs of all children including those with special educational needs and/or disabilities. They are responsive and effectively adapt procedures, such as potty training, to ensure children are fully supported and their wellbeing is prioritised. Staff are nurturing, respectful, and show genuine care toward the children. They ensure children's dignity and privacy is maintained during personal care routines. Ongoing interactions with children are excellent and contribute to their emotional wellbeing.

Mealtimes are a highly social and learning-rich experience. Children eat together in small groups, taking pride in shared responsibility as they set tables and prepare for meals. Staff skilfully support children to try new foods and develop healthy habits, reinforcing messages such as 'keeping hydrated and feeding our bodies to help our brains and memory'. Children proudly serve themselves and help their friends pour drinks. Staff supervise children closely during mealtimes. They enjoy healthy home cooked food and a varied diet every day.

Leaders and staff provide high quality, inspirational teaching. They ensure that all children thoroughly enjoy their time at nursery exploring new and rich experiences. For example, children thoroughly enjoy exploring flowers and herbs which they explore with interest. They confidently talk about different colours and smells they are experiencing. They demonstrate their natural curiosity with the ocean and natural habitats. They understand the importance of recycling and protecting the natural environment and planet.

Curriculum and teaching

Strong standard

Leaders work with staff to plan a highly ambitious and enriching curriculum that prioritises children's communication and language, personal, social and emotional development and physical skills. Staff have a very secure understanding of what they want children to learn, and learning is thoughtfully sequenced so that new knowledge builds effectively on prior learning. Each room has clear learning intentions and inspirational focus words, which are regularly reviewed and adapted to reflect children's needs and interests. Older children use extensive vocabulary, such as using the word 'habitat' 'conservation' and 'ecosystem' as

they describe the importance of reducing plastics in our oceans and protecting the environment.

Staff provide abundant opportunities for children to develop a deep love of books, songs and rhymes. Children excitedly sing and read together, showing enthusiasm and engagement in literacy-rich experiences. They recall familiar stories in their play. For example, toddlers recall a recent story which explored feelings, emotions and empathy. They recall how the character felt as they explore mixing different coloured water together. Staff have created thoughtful social stories based on children's own experiences, helping children understand routines, emotions and social interactions. This has a significant impact on children's confidence, emotional regulation and social development.

Interactions between staff and children are of consistently high quality. Staff skilfully adapt their teaching, model language effectively and use every interaction as a purposeful teaching opportunity. They encourage curiosity and critical thinking, supporting children to test ideas and explore materials independently. Staff use visual aids, language bags and visuals to represent their home language. Furthermore, staff develop the use of key words and visuals which are familiar to children at home. This helps enhance communication, particularly for children who speak English as an additional language. This is highly embedded across the nursery.

Assessment is used highly effectively to identify children's starting points and next steps. As a result, teaching is adapted precisely, and all children, including those facing barriers to learning, make excellent progress from their starting points across all areas of development.

Inclusion

Strong standard

Leaders and staff are committed to ensure all children consistently experience inclusive practice. The nursery is inviting and welcoming for children and families. Staff complete robust assessments and observations of children. Staff are skilful in their interactions with children and have a detailed knowledge of child development. Staff swiftly identify children's individual needs and hold regular and detailed discussions with parents. Precise next steps for learning are implemented, and stringent monitoring of children's progress enables leaders to evaluate children's progress effectively. Staff are highly responsive to children's changing needs and ensure that strategies in place have a positive impact on outcomes for all children to ensure that they reach their full potential.

Staff adhere to personalised routines and implement targeted interventions. Resources and visual prompts support all children to access and succeed from their starting points. Leaders' use of additional funding is purposeful and targeted. For example, they develop sensory boxes, communication boxes, spinning chairs and sensory lights. This ensures that all children learn to regulate their emotions and learn in a way that meets their very unique and individualised needs. Leaders and staff have recently raised money on a sponsored walk to help develop a sensory room to help children regulate their emotions.

Leaders ensure staff feel confident in their role and they receive ongoing training and support so that they can be highly effective and confident supporting children with special educational needs and/or disabilities effectively. High priority is given to ensure a consistent

and inclusive approach. Leaders work closely with families, external professionals and other settings children attend to ensure continuity.

Leadership and governance **Strong standard**

Leaders respect and value the contribution that staff make and thoughtfully consider their wellbeing and workloads. Staff are highly dedicated to providing the best possible outcomes for children. They comment positively on the support, and encouragement leaders provide. They are motivated and keen to continue and build on their own skills and welcome opportunities to participate in purposeful professional development. Leaders are highly reflective and have an accurate overview of the setting's strengths and areas for improvement. Leaders continually review, refine and adapt the provision to ensure it remains at a consistently high quality.

Leaders have a deep understanding of the potential barriers that may affect children's learning. They work very closely with staff, external professionals and families, providing expert guidance, targeted support and effective strategies to ensure every child makes the progress they are capable of at the setting and at home. Additional funding is used effectively to support those children who receive it.

Leaders work proactively with families to fully understand their individual circumstances to provide the best support for their children. For example, they implement personalised transition programmes with the schools that children with special educational needs and/or disabilities are going to attend. They are highly effective at ensuring that all children thrive in their learning and development, setting them up for future success going forwards.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children arrive at nursery with excitement and enthusiasm to start their day and play with their friends. They are greeted by happy, attentive and enthusiastic staff who are genuinely pleased to see them. All children, including new babies to the nursery, leave their parents with ease. Highly nurturing and positive caring relationships are formed with their key person, and children demonstrate they feel safe and secure at nursery. Children quickly immerse themselves in their chosen activities. For example, babies excitedly splash in a water tray activity and move to the five little speckled frogs' song. They explore the play frogs, wooden logs and lily pads. Toddlers explore clear bottles with different coloured water inside. They confidently mix colours together and delight as they mix red and yellow to make orange. They confidently pour the water into jugs as staff model language such as 'full' and 'overflowing.' Older children confidently use a vinyl record player and explore listening to jazz and blues. They independently use a projector to watch whales, sharks and sea creatures swimming in the ocean.

Children make rapid progress and consistently achieve from their starting points. Staff strengthen learning through revisiting and recalling activities and targeted interventions. Children benefit from an ambitious and very well sequenced curriculum which is consistently delivered to a high standard by leaders and staff. Leaders promote the importance of attendance and support families in bringing their child consistently to promote their welfare and learning. Children are well prepared and ready for the next stage in their learning and transition to school.

All children, including the youngest children demonstrate a love of books. They sit individually or share stories in small groups. Babies explore sensory board books, toddlers explore a book about emotions and older children use encyclopaedias and factual books to research their favourite sea creatures and animals. They recall previous learning and a video they made wishing Sir David Attenborough a happy one hundredth birthday. Children work well together with minimal support from staff. They concentrate and help one another as they build a bench out of larger blocks and wooden planks. They remind each other to watch out for their friends as they manoeuvre the planks and to hold them firmly. Children fully understand behaviour expectations and can identify how they can support their friends during play.

Next steps

- Leaders should ensure continued improvement in the setting's successful work to remove barriers for children who need extra help to realise a transformational impact on all children's achievement and wellbeing.

About this inspection

The inspector spoke with the children, leaders, staff and parents during the inspection.

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.

Inspector:
Rachael Barrett

About this setting

Unique reference number (URN): 2848668

Address:
249 Bricknell Avenue
HULL
HU5 4NS

Type: Childcare on non-domestic premises

Registration date: 02/07/2025

Registered person: Kids Planet Day Nurseries Limited

Register(s): EYR, CCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: Kingston Upon Hull City Council

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 8 June 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

68

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 🟢

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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