

Kids Planet - Prestwich

45 Nursery Road, Prestwich, MANCHESTER, M25 3DU

Inspection date	08/10/2013
Previous inspection date	20/09/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The management and staff team have an outstanding knowledge of the Early Years Foundation Stage. They have an excellent understanding of how children learn and use a rich and varied range of strategies and resources to support children as they make rapid progress towards the early learning goals.
- Secure nurturing attachments are evident between children and staff. Staff know children's needs very well. As a consequence, children are independent and active learners, exhibiting a high level of self-esteem.
- The environment is highly stimulating and supports children's learning through well-planned areas of continuous provision. Children initiate their own play, develop their own rules, share resources and play co-operatively with their peers.
- Robust observation, planning and assessment procedures are in place. Teaching is highly motivating, and staff work hard to ensure that activities provide challenge and enhance learning.
- Thorough self-evaluative practice is in place which consistently identifies areas for further development. Staff are extremely reflective and ensure that ongoing quality improvements are identified through audits and action plans.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, staff, parents and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the provision's self-evaluation processes and undertook a joint observation with a member of the management team.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

Kids Planet- Prestwich was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Prestwich, and is operated by a limited company. The nursery serves the local area and is accessible to all children. It operates from two floors and is fully accessible due to a lift to the second floor. There is an enclosed area available for outdoor play.

The nursery employs 36 members of childcare staff. Of these, two members of staff hold Early Years Professional Status, one holds Qualified Teacher Status, one holds an appropriate early years qualification at level 6, one holds an early years qualification at level 5, four hold appropriate early years qualifications at level 4, 17 staff hold qualifications at level 3, two hold qualifications at level 2 and eight members of staff are unqualified.

The nursery opens Monday to Friday all year round, from 7am until 7pm. Children attend for a variety of sessions. There are currently 186 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider developing further opportunities for children to build their already excellent levels of independence, for example, by increasing opportunities for children to serve themselves at lunchtime.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff and management team have an outstanding knowledge of the Early Years Foundation Stage and use this comprehensively to support children's learning and development. The environment contains a wealth of quality resources which engage children in independent active learning. Excellent educational programmes offer interest and challenge to children across the seven areas of learning. For example, pre-school children work with an Early Years Professional who delivers the 'letters and sounds' phonic system, which builds vocabulary and letter recognition skills. Toddlers explore the concepts of 'fast and slow' as they play with small vehicles, while babies explore making

marks using their fingers in sand and glitter. Children are challenged through using age-appropriate resources differentiated to their individual needs. For example, babies play in a role play kitchen with a soft foam washing machine and cooker and use shape sorters as they being to solve problems and explore different shapes. Staff use resources extremely well and as such, children's learning is significantly enhanced.

Teaching is highly effective as staff are consistently enthusiastic and targeted learning strategies are in place. Children are extremely keen learners and explore resources and the environment with enthusiasm and confidence. For example, children explore mathematical concepts as they play in the role play area. Staff ask children to consider size, shape, matching and counting, using one-to-one correspondence. Children are engaged with resources and use them innovatively to extend their learning. For example, pre-school children make rockets using construction bricks with assorted booster rockets. This supports prior learning when children explored 'space and the solar system' and shows that children have secure knowledge through rich learning opportunities. Children learn through a variety of strategies, such as focused phonic sessions, circle time and individual one-to-one adult support. Children who have an identified special educational need are supported through staff undertaking regular observations, liaising closely with parents, attending multi-agency meetings as appropriate and seeking advice from a range of other professionals. Children who speak English as an additional language are supported through dual language signs and posters, staff learning keywords in their home language and visual cues which support with communication. Different languages are celebrated in the nursery which reflect the children in attendance; this makes learning key words in a range of languages purposeful. In addition, staff use sign language as a way of supporting communication.

Staff have high expectations for children and motivate children extremely well. A variety of strategies are used to support teaching, such as skilful questioning, reflective time, phonic sessions, highly engaging resources, visual cues and daily room routines. Observation and assessment procedures are excellent. Weekly observations are undertaken on every child by their keyperson which are used to identify children's developmental stage and next steps in learning. Staff track children each week using appropriate development trackers, this ensures that staff have a consistent and current knowledge of children's developmental stage. Children's individual needs and interests are effectively incorporated into planning, which means that children are highly motivated. Activities engage and capture children's imaginations. For example, a recent focus was 'Roald Dahl' week. This involved children mixing different ingredients together to make medicines as made famous in the familiar story. Staff work closely with parents to ascertain children's starting points on entry through completing 'all about me booklets' and undertaking baseline assessments. This means that staff build up an excellent knowledge of children's skills prior to starting at nursery. Assessment is rigorous and ensures that staff have an excellent knowledge of children as they make rapid progress towards the early learning goals and develop all of the necessary skills to support their readiness for school.

Parents are involved in their child's learning through completing the 'all about me' document, contributing to children's development files, daily verbal feedback and using home link books. In addition, the nursery also operates a lending library where children can take books to extend learning at home. Parents attend regular parents evenings and

have access to children's files at any time. Staff have an excellent understanding of the importance of parent partnerships and work superbly with parents to enrich children's learning. For example, parents can access classes on first aid and the letters and sounds phonic programme. Parents are welcomed into the nursery as 'parent volunteers' on outings or to designated 'stay and play' sessions. Parents are kept very well informed of their child's progress through newsletters, home link books, a website and daily verbal feedback.

The contribution of the early years provision to the well-being of children

The staff have an excellent understanding and give the highest priority to children's safety, while on and off the premises, due to highly comprehensive risk assessments and effective deployment of staff. For example, children have free-flow play to the outdoors but this is monitored to ensure that ratios are maintained while children play outside. Children are beginning to build up a superior understanding of health and safety by undertaking their own risk assessments. This is offered in an innovative way. Children wear hard hats and are given clip boards; they walk around the nursery with members of staff to identify potential hazards. Children consider if resources are safe and discuss what they could do if they are concerned about something. Children have an excellent understanding of routines. For example, children wash their hands before eating lunch, independently lie down on floor beds for an afternoon nap and put coats on before playing outside. Resources are superb and offer a wealth of opportunities which engage and inspire children to learn. This means that children's learning is significantly enhanced.

There is a highly effective key person system in place which is flexible to support the needs of children. Secure attachments are evident and children have excellent relationships with staff. For example, babies cuddle into keypersons as they are bottle fed at key times throughout the day which mirrors routines at home. Staff are extremely caring and nurture children well, this means that superior bonds are developed. Staff are exceptionally good role models for children, they engage in play, role model how to use resources, promote children's thinking and take into account children's ideas for planned activities. Behaviour is excellent, staff praise children consistently throughout the day, talk to children respectfully and are pro-active in ensuring any disputes amongst children are quickly rectified. Staff celebrate children's achievements with genuine enthusiasm.

Staff promote healthy lifestyles and the importance of exercise through a broad range of activities. Children take part in stretch and grow sessions, weekly swimming sessions and access the outdoor area throughout the day. In addition, children go on trips in the local environment and visit particular venues to support learning. For example, children visited the aquarium as part of a recent topic on 'under the sea'. The outdoor areas are well-thought out and areas of continuous provision are in use. Children use willow dens to read quietly, use blackboards for mark making, problem solve using different water pipe structures and play with a range of role play equipment. Text is readily displayed in the indoors and outdoors which allows children to make sense of text in the environment. For example, a construction area outside includes signs on safety and site maintenance. Children are independent and have excellent self-care skills. Staff give clear messages about health and exercise, which supports children in their understanding of the

importance of leading a healthy lifestyle. For example, staff discuss the importance of eating vegetables as children eat lunch. However, there is scope to extend children's already high levels of independence even further by increasing opportunities for children to serve themselves. Children have the opportunity to make mini figures of their family members using photographs. Children use these figures in small world play so that they can interact and 'talk' with their family throughout the day. Activities like this support children's emotional well-being extremely well.

Children are emotionally well-prepared for transitions. As children move from room to room in the nursery staff meet to discuss 'handover' information and children's individual needs. When moving on to school, children are supported through accessing photographs of their new school and playing with a range of uniforms in role play areas. These strategies help support children and prepare them extremely well for change.

The effectiveness of the leadership and management of the early years provision

Safeguarding is outstanding because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and are implemented in a highly effective way by the management team and all the staff. This means that children are safeguarded and well-protected in the nursery. All staff attend regular safeguarding training and procedures are discussed at staff meetings, which continually enhances practice. There is a designated safeguarding officer, parents use a secure password if they are unable to collect their child, keycode entry is on each door and there is a closed circuit television system which means that all rooms can be monitored. Robust risk assessments are in place covering all areas of provision. Daily safety sweeps in all rooms are undertaken and information is effectively logged. There is a designated caretaker employed at the nursery who swiftly attends to safety issues in the environment. The management team complete monthly safeguarding audit to ensure that practice always supports current guidelines. Children are further protected through the nursery using a visitor's book, maintaining daily registers so that ratios are constantly maintained, undertaking regular head counts and taking part in regular emergency evacuations. Robust documentation is in place which supports excellent practice.

The learning and development requirements are fully understood and implemented by the management team. The management team undertake regular observations of staff as they support children during play. Managers have high expectations of practice to ensure that children's needs are being rigorously met. In addition, room leaders monitor educational programmes to ensure that all staff are effectively identifying and planning for children's needs on a weekly basis. This ensures that staff provide purposeful and developmentally challenging activities. Planning is extremely flexible and is based on children's interests and individual needs. Children progress exceedingly well towards the early learning goals. There are excellent methods of tracking children's progress which means that support is targeted and they make excellent progress in their learning and development.

The nursery undertakes thorough self-evaluative processes which takes into account the

views of children, parents and staff. Questionnaires are regularly given out to children and families and the management team collates data to identify areas of weakness. Staff consistently analyse and self-challenge to clearly identify strengths and weaknesses. The management team undertake regular audits and use monitoring tools to assess the quality of provision. The nursery devises their own action plans to provide a targeted approach to areas of identified weakness. Self-evaluative practice is embedded in everyday activities and staff are extremely reflective, which ensures consistent development. There are excellent processes in place to support staff, such as robust induction procedures, appraisals, peer observations, regular supervisions and staff meetings. Staff undertake regular training to refresh their knowledge. The leadership team are pro-active and motivate staff extremely well.

Staff have a superb understanding of the importance of partnership working, which ensures that children's individual needs are exceptionally met. Excellent links have been made with a range of multi professionals in the local community to support children's needs. This includes links with local schools, health visitors, physiotherapists and speech and language therapist. Partnerships with parents are very strong and the opinion of parents is highly valued in the setting to ensure that the nursery is providing a quality service to children and their families. Parents are extremely complimentary about the nursery. They comment 'All the staff are helpful, friendly and informative, they have all contributed to my peace of mind that my child is in a fun, safe environment' and 'Staff are very knowledgeable, I would definitely recommend you to my friends'. If children attend two providers at the same time the nursery ensures that information is regularly shared between them. As children leave nursery to attend full time education, staff always ensure that they make contact with every school to discuss children's needs and developmental stage. In addition, staff complete a transition document, which allows all carers to be aware of children's individual needs. This promotes excellent levels of continuity for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY444375
Local authority	Bury
Inspection number	935251
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	126
Number of children on roll	186
Name of provider	Kids Planet Day Nurseries Limited
Date of previous inspection	20/09/2012
Telephone number	01617738989

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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