

Kids Planet Day Nursery

29 Eagle Brow, LYMM, Cheshire, WA13 0NA

Inspection date	24/02/2014
Previous inspection date	16/03/2010

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

- Children's safety is paramount. A robust safeguarding policy is in place, and all staff cover safeguarding as part of their in-depth induction. As a result, safeguarding procedures are extremely secure, which protects children from harm.
- Parents are extremely happy with the service provided, especially the strong, emotional attachments their children develop with their key person. They are kept exceptionally well informed of the progress their children are making and feel positively included in their learning.
- The quality of teaching is outstanding and consistent throughout the nursery. Staff listen carefully to children, make suggestions to help extend their play and encourage them to think. Children's interests are used to develop their next steps. As a result, children thrive and make first-rate progress in their learning and development.
- The nursery offers an exceptional range of activities to support and extend children's learning. They plan exciting activities and work with a number of specialist teachers to extend children's physical and social skills and to begin to learn additional languages.
- The manager and staff team are highly motivated, reflective and continually striving to innovate and improve. Their passion to provide an outstanding learning environment that is fully inclusive of all children, their families and the community, shines through.

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 care practices in the playrooms and within the outside play area. She conducted joint observations with the manager, looking at the practice of staff.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, staff rotas and attendance registers, as well as information used to assess the suitability of staff.
- The inspector spoke to children and staff throughout the day and to parents and carers when they came to collect children.
- The inspector examined a sample of organisational and health and safety documentation, read the nursery self-evaluation form and held a meeting with the manager.

Inspector

Valerie Aspinall

Full report

Information about the setting

Kids Planet Day Nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted medical centre in the Lymm area of Cheshire, and is owned by a limited company who have a further 9 settings. The nursery serves the local area and is located on two floors with no lift access. It operates from six playrooms and there is an enclosed area available for outdoor play. The nursery employs 29 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3, including four with Early Years Teacher Status or Qualified Teacher Status and two with early years degree qualifications at level 6.

The nursery opens Monday to Friday all year round, from 7am until 7pm. The after school club is open each weekday during term time from 3.15pm until 7pm. Children attend for a variety of sessions. There are currently 160 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 the very good procedures for supporting individual children's behaviour further, by adding even more specific detail to their individual education plans, for example, by using 'A, B, C' sheets to even more precisely identify the causes and motivations for children's behaviour.

Inspection judgements

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

The range of educational activities available to children is exceptional. The weekly plans include a variety of adult-led activities that the nursery calls it's 'core curriculum'. These include cooking, gardening and health and safety. Additionally, specialist teachers also provide a range of weekly activities, such as children's ballet, drama, French and Spanish. Visits, outings and themed activities, such as the winter Olympics and various faith celebrations and festivals throughout the year, offer children an exciting range of learning opportunities. Children's progress in the areas of literacy and communication and language is exceptional. All staff are enthusiastic, effective teachers who use open-ended questions to help children develop their thinking. They pause and wait for children to respond and consistently model being a thinker. For example, when children imagine their construction is a crocodile, staff ask 'I wonder what crocodiles eat?' When children answer 'beans on

toast' an interesting and animated discussion ensues that helps them to extend their imagination even further. Daily phonics sessions help children to recognise initial letter sounds and some children able to blend sounds, are beginning to sound out simple words. These activities are taught in a fun, relaxed way, with children confidently working in pairs to help each other. Consequently, children are learning the skills they will need to help them become ready for school. Staff teach younger children to develop their speech by modelling words and offering a commentary to their play. For example, staff say 'You are carrying your baby in the basket' as children engage in role play. They teach children mathematical concepts when they support them to sort various items by colour and shape and count out how many pieces of fruit there are in the home corner. All children are encouraged to actively explore using their senses. They observe how the colours of paint change when they mix them together, dig in the sand pit and play in bubbles and foam. The sensory room offers a wealth of opportunities to feel different textures, listen to sounds and observe bubbles and light. Young toddlers become absorbed in examining and feeling the difference in wood, fabric and metal objects. Staff listen carefully to children and sensitively intervene to make suggestions that help to extend their play. As a result, children thrive and make first-rate progress in their learning and development, taking into account their starting points and capabilities.

Assessment of children's learning is rigorous; staff make detailed and precise observations of children's development in all seven areas of learning and use children's interests to develop varied and imaginative activities to help them make progress. Regular tracking of children's progress ensures that, those children who need it get prompt and effective support. Children who speak English as an additional language are well supported. Staff display various words in different languages, show children dual language story books and learn simple words and phrases in children's home language and use them regularly. Supporting children to become independent is a high priority for staff, as they consistently encourage children to persist in learning by praising their efforts and giving them time and space to solve simple problems. For example, children work out that they need to lay the watering can on its side to allow the water to seep in, when they are attempting to fill it with water from a low-level tub. Pre-school children practise getting undressed and dressed for physical education lessons and serve themselves at meal and snack times, clearing away their plates when they have finished. Consequently, children are active and keen learners who are exceptionally well prepared for school.

Parents are encouraged to support their child's learning at home in an innovative range of ways. Children take home a giraffe and both children and parents contribute to a diary that explains what he has been doing. He can be seen enjoying lots of interesting activities and parents write detailed accounts. Weekend diaries go home and parents write what children have enjoyed doing. Parents are encouraged to share what children have been learning at home, by writing on laminated postcards. Staff display the postcards and share them at circle time and so celebrate children's home life. Parents join in coffee mornings and days out, celebrations and 'stay and play' events. These activities, alongside regular parent evenings, daily diaries and detailed monthly review sheets, ensure parents are kept well informed about their children's progress in all areas of learning and feel positively included in their children's learning.

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

Children form very close and responsive bonds with their key person and this gives them a secure base from which to explore and investigate their environment. New children are offered flexible settling in sessions that meet their individual needs, and choose their own key person. Staff wait to see who a child forms a strong emotional attachment to before confirming who their key person will be. Parents share detailed information about their child's care needs as well as their stage of development on entry and so the transition from home to nursery is smooth. Great care is taken to ensure that children's and parents needs continue to be met. For example, time and space are given to parents who choose to continue with breast feeding, by dropping into the nursery in their lunch break from work to feed their babies. Children with medical needs or allergies are exceptionally well cared for. They have detailed care plans and meticulous individual risk assessments and staff are specifically trained to meet their unique needs. Parents comment that staff are excellent at helping children to settle. Transitions between rooms are highly effective and help both children and parents to adapt quickly to new spaces and faces. Children visit their new room frequently and get to know their new key person well, before they move permanently. Detailed information is exchanged between rooms to ensure all staff understand each child's unique needs.

The nursery is exceptional in teaching children to consider any potential risks in the environment. They participate in their own daily risk assessments, checking indoors and out with a visual checklist. Staff use children's interests in superheroes to develop their understanding of other people who can help them, such as the police and fire brigade. As a result, children are actively involved in learning how to keep themselves safe. Children have lots of opportunities to explore the local environment, frequently observing the natural surroundings and wildlife of Lymm Dam. They participate in a wide variety of events to raise funds for local charities as well as national charities that have a personal meaning to the staff or parents. Performing in events, such as the nativity in the village hall and singing to the elderly at Christmas, add to the many community events that the nursery supports and also builds children's self-esteem and confidence as they perform for an audience. As a result, children and their families feel part of the community and children are learning about the wider world and developing empathy for others. Staff are always on hand to offer support, make suggestions and help children solve simple problems. Consequently, children are active, animated learners, fully engaged in nursery life. Children make very good friends and enjoy sharing their experiences of nursery and home, in circle time. They learn to listen, take turns and consider the feelings of others and so are cooperative and behave very well. Children are supported in developing appropriate behaviour through individual education plans, which staff and parents devise together. These are generally very effective; however, on occasion they lack precise detail in the description of the causes of challenging behaviour and the emotional consequence for children with more challenging behaviour. Consequently, the deeper understanding of the underlying causes which would inform the key persons approach is occasionally missed.

The nursery provides a rich range of resources which are accessible to children. Children of all ages can independently select toys to play with and find small spaces to relax, away

from the larger group. All areas of learning are superbly catered for indoors and outside in the nursery garden. Children are highly motivated, confident and direct their own play; they are busy and engaged and become thoroughly absorbed. Outdoors, for example, children spend significant amounts of time transporting water with various jugs and containers, figuring out how to fill larger watering cans by themselves. The exciting range of activities available outdoors means that children enjoy spending time in the fresh air. This helps to promote their good health. Additionally, specialist teachers offer regular weekly activity sessions, such as beginner's tennis and rugby. Babies join in 'baby moves' sessions and the whole nursery participate in 'Healthy body, happy me' week every year. These activities alongside 'gardening club' where children plant seasonal vegetables and herbs and food tasting activities, ensure that children are learning how to develop the habits that contribute to a healthy life style.

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

Leadership and management are inspirational. A robust safeguarding policy is in place, and all staff cover safeguarding as part of their in-depth induction. Staff have a clear understanding of the potential signs of abuse and regular ongoing training ensures they are very confident in explaining the procedures they would follow if concerned for a child's well-being. Very effective monitoring systems allow the management team to collect data and identify any patterns that may emerge in the type of accidents children have. Rigorous risk assessments ensure the environment is safe and procedures for administering medicine and recording accidents are consistently followed. Several staff have first aid qualifications and some have been specially trained to administer specific medicines. Consequently, children's well-being and safety is given utmost priority and they are protected from harm. Rigorous recruitment procedures ensure that all staff are suitable to work with young children and have the appropriate skills. Interviews, work trials and references are followed up with an in-depth induction, which lasts between three and six months. Students on short term placements are also subject to a very thorough induction during a pre-visit, to ensure they comply with all policies and procedures in the nursery.

All children's development is monitored on a termly basis and the data collected is analysed to inform development support plans for individual children. As a result, the management team have an excellent overview of how individual or groups of children are progressing towards the early learning goals and children make excellent progress in their learning, in relation to their starting points. Regular room and whole team meetings provide opportunities for staff and managers to exchange information about individual children, the daily curriculum, new initiatives or feedback from parents. A detailed training plan is exceptionally well executed, the management team actively encourage staff to continue with their professional development. Consequently, several staff are attending leadership courses and a wide variety of courses to support children's learning and development. The staff team are highly motivated and many are currently studying to obtain higher qualifications, such as foundation degrees or Early Years Professional Status. Robust supervision and appraisals support staff in their professional development. Regular peer and room observations, one to one discussions and frequent team meetings ensure

staff are set specific targets and their practice is regularly monitored. Consequently, the staff are highly skilled teachers and the nursery has a vibrancy that is infectious. The management team are highly reflective and are driven to continually develop and improve the already outstanding practice. This pro-active approach is mirrored by the staff team, who are very keen to share the exciting activities they provide for children and the plans they have in place to develop.

Parents are extremely happy with the service provided, especially the strong attachments their children develop with their key person. They receive regular, detailed, information about their children's development and suggestions on how to help their child develop further at home. They feel confident in discussing any concerns they have about their children and feel exceptionally well supported by staff and managers. Regular parent questionnaires allow parents to share their views and make suggestions for development. Social media sites also offer parents the opportunity to keep up to date with the activities children are involved in and add their own comments, as the manager consistently adds updates. Parents comment that they also appreciate being updated by email as they find it easier to share their views this way. Extra activities, such as first aid courses for parents and social events to meet other parents whose children are attending the same schools, add to the range of outstanding ways in which the nursery encourages parents to become involved in nursery life. Partnerships with outside agencies are very strong and contribute to children's needs being exceedingly well met. The nursery works closely with local schools to ensure children's transitions are smooth. Staff visit local schools with children and teachers come to the nursery to visit. Pre-school children go to watch a local school's nativity performance and have enjoyed staying for a packed lunch. The manager frequently meets with other Early Years Professionals as she is the lead practitioner in the local network and regular meetings with the other nurseries in the chain allow staff to share expertise and good practice. Highly effective relationships with health professionals, contribute to children receiving the additional support they need to help them make excellent progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY396636
Local authority	Warrington
Inspection number	954083
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	121
Number of children on roll	160
Name of provider	Kids Planet Day Nurseries Limited
Date of previous inspection	16/03/2010
Telephone number	01925 759 220

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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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