

Inspection of Kids Planet Eccleshill

Stone Hall Road, Bradford BD2 2EJ

Inspection date: 28 June 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

The passionate manager creates a warm and welcoming nursery where children, including those with special educational needs and/or disabilities (SEND) make good progress. Children arrive at nursery happy and motivated. They quickly settle into their age-related playrooms and engage with the broad range of activities provided for them. The manager's ambitious learning programmes support children to build on their prior knowledge and gain the skills they need to move smoothly between the nursery's playrooms and then eventually on to school. For example, children are encouraged to be independent and manage their personal needs, such as washing and drying their hands. Children behave well and are supported by the staff to understand their feelings and emotions.

Managers implement an effective key-person system, this supports children's emotional well-being. Staff develop strong bonds with their key children and build trusting relationships with parents. These secure relationships ensure that parents are kept well informed about their children's progress and development. For example, parents are invited to attend regular parent evenings. These meetings keep parents up to date with their children's development and outline what the children will be working on next. Parents are encouraged to support children's learning and development at home with tailored home learning packs.

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

- The manager effectively uses regular supervision meetings and peer-to-peer observations to identify strengths and weaknesses in staff practice. For example, the manager has identified that staff do not always allow children enough time to think and formulate their thoughts and ideas when they are asked questions. Plans to support staff to raise the quality of their interactions have not, as yet, been fully implemented. This means that children do not always experience interactions with adults of a high enough quality, and they are not consistently supported to develop their communication and language skills to an even higher level.
- Staff in every playroom support children to be independent and manage things by themselves. For example, babies spoon their batter into bun cases, older children serve their own food and pour their own drinks at lunch time. These skills help children prepare to move to their new room in nursery and eventually on to school.
- Staff support children's physical development very well. Children enjoy floor-based activities to help strengthen their core muscles and run around in the fresh air to raise their heart rates. They strengthen their small hand muscles by squeezing toothpaste out of tubes. Older children make unique designs by rolling and manipulating dough in their hands.

- Staff provide lots of opportunities for children to develop their mathematical understanding. They regularly count with the children. Babies enjoy exploring shapes. Staff role model positional language as they discuss teeth brushing with children, remembering to brush the teeth at the back of their mouths.
- The special educational needs and/or disabilities coordinator (SENDCo) makes referrals to relevant professionals. Progress checks and key-person assessments effectively identify possible delays in children's development. She uses effective strategies to support children with SEND to make good progress.
- Children are supported very well to learn about other cultures, the world and communities beyond their own. They have enjoyed trips to local shops, the library and museums. Children learn about a range of festivals from different cultures. For example, Christmas, Diwali, and Eid. Children learn about nature. For example, they have recently grown herbs, they identify birds in the outdoor environment and make bird food for them. They care for their pet hamster 'Mr Whiskers'.
- Children throughout the nursery participate in a number of routines as a large group. This includes moving from indoors to outdoors, from room to room, snack time and lunch. At times, these routines can become disorganised, and children lose focus and become disengaged. This means that children are not consistently supported to participate in routines and group activities.
- Parents are very happy with the service and compliment the caring staff. They report they receive lots of information about their children's development and are happy with the progress their children are making.

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:

- fully implement the professional development plans in place in order to raise the quality of staff interactions with children, specifically in relation to communication and language development
- improve the organisation of the routines of the day and large group times to ensure that children are consistently engaged and benefit from the intended learning in the room.

Setting details

Unique reference number	2678465
Local authority	Bradford
Inspection number	10350611
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 5
Total number of places	80
Number of children on roll	113
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01274640640
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Eccleshill registered in 2022 and is located in the Eccleshill suburb of Bradford. The nursery employs 19 members of childcare staff. Of these, two hold level 6 qualifications, one holds a level 5 qualification, 10 hold level 3, one level 2 and five are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Bligh

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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