

Inspection of Kids Planet Salford

36-38 Eccles Old Road, Salford M6 8RA

Inspection date:

7 January 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The culture of safeguarding at this setting does not consistently promote children's safety and welfare. Child protection concerns are not always identified by leaders, and appropriate action is not taken in a timely way to safeguard children. This puts children at risk of harm. Although appropriate safeguarding training is available to staff, the provider has not ensured that all staff, including managers and leaders, understand their role and responsibility to identify and manage safeguarding concerns in line with local procedures.

Leaders have designed a curriculum that focuses on social and communication development to help prepare children for school. However, staff do not always implement the curriculum effectively to build on each child's individual needs. As a result, children's learning opportunities lack purpose. Furthermore, due to inconsistencies in staff deployment, many babies are not in a room with their key person. This means babies do not always build strong relationships with a familiar adult, which does not promote their development positively.

Older children are more confident in their environment. They enjoy exploring the activities provided to them. Children benefit from story time sessions. They join in enthusiastically with songs and rhymes and are exposed to books. This helps them to develop some appropriate literacy skills. Children behave well. They play and learn with a positive attitude.

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

- Staff with a lead safeguarding responsibility are not proactive in seeking advice and reporting child protection concerns in a timely manner. There is an appropriate safeguarding policy in place. However, potential safeguarding concerns are not recognised and referred to child protection agencies in line with safeguarding guidance. This has a significant impact on children's well-being.
- Although staff receive regular safeguarding training, the provider has not ensured that it is effective. Following a recent safeguarding concern, staff were unable to identify potential safeguarding concerns and did not know the correct procedure to follow to raise their concerns. This compromises the welfare of children.
- The key-person system is not effective. Babies are often cared for by staff who do not know them well. This prevents staff from building positive relationships with babies and being able to meet their individual needs. Furthermore, staff do not always understand what children's next steps in learning are. This does not support their good progress in learning and development.
- The nursery curriculum is not broad or sufficiently individualised. For example, staff provide interesting activities to promote the overall curriculum intent.

However, staff do not know how to focus these activities. For example, children paint with pom-poms but staff are unclear how this supports their unique development. As a result, much of children's learning is incidental. Children do not learn the key skills they need across some of the areas of learning.

- Staff lead spontaneous and planned story times. This helps to encourage children's new language development. However, the organisation of literacy activities is inconsistent. For example, during toddlers' story time, staff do not remove distractions. This means not all children are able to listen, concentrate and benefit from these experiences.
- Staff support children's developing independence well. For example, staff support toddlers to recognise their own drinking cup. Older children learn how to remove and hang up their outdoor clothes. This means children develop the self-care skills they require for their onward education.
- Children with special educational needs and/or disabilities or who have delays in their learning are supported suitably, such as through one-to-one support. The provider also has a sound understanding of the needs of the families and community they serve. They offer appropriate support for their different circumstances. For instance, support for families who speak English as an additional language is well considered. Parenting courses are offered in a variety of languages and translation is available to support communication between nursery and home. This enhances parents' ability to be fully involved in their children's learning.
- Children learn to lead a healthy lifestyle. Staff support them to develop effective hygiene skills, such as washing their hands prior to eating nutritious meals that are freshly prepared in the nursery. Children enjoy their time outdoors in the fresh air. They learn to kick a ball and how to ride a tricycle. This enables children to gain some physical skills.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff receive training that enables them to identify the signs of possible abuse and neglect at the earliest opportunity	20/01/2025

ensure all staff, including those that lead on safeguarding, have a secure understanding of the safeguarding policy and procedure, and know how to put the procedure into practice	20/01/2025
ensure that designated safeguarding leads understand their responsibility for liaison with local safeguarding partners	20/01/2025
ensure there is an effective key-person system in place to provide care and education, which is tailored to all children's individual needs	27/01/2025
support staff to implement a broad and well-sequenced curriculum, which meets the individual learning and developmental needs of all children.	03/02/2025

Setting details

Unique reference number	EY479480
Local authority	Salford
Inspection number	10370524
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	130
Number of children on roll	222
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 736 8788
Date of previous inspection	11 July 2019

Information about this early years setting

Kids Planet Salford registered in 2014. The nursery opens from 7am to 7pm Monday to Friday, all year round, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children. There are 50 members of staff. Of these, 28 staff hold relevant qualifications at level 3, and 15 staff hold a qualification at level 2. There are three members of staff with qualifications at level 6 and one member of staff holds early years teacher status.

Information about this inspection

Inspectors

Lois Hulley
Amy Johnson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to children, to find out about their time at the setting.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the nominated individual and registered individual about the leadership and management of the setting.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspectors about how they support children with SEND.
- The manager and the inspectors carried out a joint observation of group activities.
- Parents shared their views of the setting with the inspector.
- The inspectors 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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