

Inspection of Kids Planet Stalybridge

83 Huddersfield Road, Stalybridge SK15 2PT

Inspection date: 20 June 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The provider does not ensure that effective risk assessments are consistently implemented. Staff are aware of looking for some risks, such as broken resources, but do not identify more serious risks to children's safety, including choking hazards. Weaknesses in staff deployment often leave staff feeling overwhelmed and children's individual needs not being met. Children are not always supported by their key person, which compromises children's emotional well-being. Staff do not consistently manage children's behaviour to support children to understand their actions. This often leads to a disorganised environment. Children's physical well-being is not effectively promoted. Hygiene practices are not implemented effectively and impact negatively on children's health.

The provider has systems in place to provide staff with training opportunities. However, there are gaps in staff knowledge and understanding of how children learn. The curriculum lacks ambition and does not build succinctly on what children know and can do. Although some staff know children's next steps in learning, they do not implement these into play or activities. Therefore, children are not making good progress in their learning.

Staff build relationships with parents, particularly those whose children need extra support. They support home learning and offer parents a lending library to share and read books at home. Staff recognise children's achievements and offer them verbal positive praise, such as 'teamwork makes the dream work'.

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

- The provider and staff fail to identify risks to children. Climbing equipment is placed close to a wall, resulting in children often falling off and bumping their head, staff leave discarded food for children to access and eat, and fail to recognise a wet floor causing a slip hazard. In addition, staff do not recognise the risk of choking when they attempt to put food in children's mouths when they are crying. Although leaders took action to rectify some hazards once brought to their attention, failure to identify risks posed to children places children at risk of harm.
- Staff deployment across the setting is poor and impacts negatively on children's care. Current arrangements leave staff overwhelmed and unable to meet children's individual needs effectively. Staff are busy with numerous tasks, such as tidying up and nappy changing, leaving other children to wander around the room. This results in staff failing to act as effective key persons and compromises children's safety and well-being.
- The provider has not made sure that staff are able to understand, support and manage children's behaviour in an appropriate and effective way. Staff do not

provide the necessary support to help children understand and manage their own behaviour. For example, during story time, some children become disruptive, while other children are trying to listen to the story. This leads to a disorderly environment. In response, staff choose to end the activity and close the book without a clear explanation. Children are not supported to understand the impact of their behaviour on others, meaning some children miss out on learning opportunities.

- Children's good health is not supported. For example, hygiene practices are not well implemented. Children are not consistently encouraged to wash their hands before mealtimes and staff do not ensure children have access to individual water bottles. Furthermore, due to weaknesses in staff deployment, younger children often swap dummies between themselves. Additionally, staff sometimes put dummies in food to coax babies to eat. This does not support children's overall good health and increases the risk of cross-infection.
- The systems for induction and ongoing professional development for staff and students are ineffective. The provider does not ensure that staff receive professional development opportunities that precisely target inconsistencies in practice. Furthermore, staff are unclear about the training they have completed and the induction they have received and how this impacts their practice. As a result of the poor support for staff, there are significant gaps in their knowledge and understanding of the curriculum, leading to inconsistencies in the quality of teaching provided to children.
- The curriculum is broad and poorly implemented. Staff do not consistently demonstrate a secure understanding of what leaders intend children to learn. They plan activities to support children's interests. However, staff do not know how the activities provided build on what children already know and can do. They are not confident to explain how this builds on children's next steps in learning. As a result, children's learning needs are not fully met.
- Staff who work on a one-to-one basis with children with special educational needs and/or disabilities (SEND) demonstrate an understanding of their targets and support needed. They work in partnership with parents and professionals to provide targeted interventions to meet children's individual needs.

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?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure all staff can identify how to manage risks effectively in the environment to keep children safe	25/07/2025
ensure staffing arrangements meet the needs of all children	25/07/2025
support staff to develop strategies to support, understand and manage children's behaviour in an appropriate way	25/07/2025
promote children's good health, including through effective hygiene practices	25/07/2025
provide effective induction and professional development opportunities for all staff, including students, to help them understand their roles and responsibilities and provide quality learning and development experiences for children.	25/07/2025

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan an ambitious and well-sequenced curriculum that builds succinctly on what children already know and can do.	25/07/2025

Setting details

Unique reference number	2743557
Local authority	Tameside
Inspection number	10360679
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	116
Number of children on roll	110
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0161 303 2226
Date of previous inspection	25 June 2024

Information about this early years setting

Kids Planet Stalybridge registered in 2023 and is situated in Stalybridge, Tameside. The nursery employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides government funded childcare.

Information about this inspection

Inspectors

Danielle McEwan

Jade Patten

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Staff spoke to the inspectors during the inspection.
- Staff spoke to the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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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