

Inspection of Kids Planet Shrewsbury

Battlefield Road, Shrewsbury SY1 4AN

Inspection date:

11 March 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

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

Leaders have not ensured sufficient improvement has been made since the last inspection. Although leaders have addressed some of the actions from the previous inspection, there are still some weaknesses in practice. As a result, some inconsistencies in the quality of children's care and education remain. While children are kept safe, weaknesses in staff deployment result in high workloads. This affects staff's ability to fully meet children's learning needs. Weaknesses in planning and teaching reduce children's engagement and overall progress. At times, some children's behaviour goes unchecked by staff and, in addition, they inconsistently promote good hygiene practices.

This said, leaders have a clear overarching curriculum that sets out development milestones for children in each of the four rooms. The learning environment is designed to reflect this curriculum. This includes having a clear focus on physical development for babies. In the tots room, children develop their understanding of the world around them through sensory experiences, such as ice and water play. Toddlers can make links with their own experiences in imaginative play, such as role-playing families. Outdoors provides children with multiple opportunities for adventurous and more risky play that is developmentally appropriate for all ages across the three play areas.

Staff are kind, caring and get to know children and their families. Children trust staff and enjoy the interactions provided. They enjoy the frequent cuddles and opportunities for one-to-one time, such as when they settle to sleep.

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

- Leaders have taken steps to monitor practice and provide training following the previous inspection. However, due to the challenge that staff's deployment has on workload, the quality of education is still inconsistent across the setting.
- Although staffing levels meet legal requirements, staff deployment does not always ensure that children's learning needs are consistently met. At times, some babies receive reduced interactions because staff are fully engaged in meeting the care needs of others. There are sometimes too few staff for the large group sizes of older children and on other occasions, staff fail to tend to children's hygiene needs. The poor deployment of staff leads to inconsistencies in practice.
- Staff complete observations of children and know them well. They gather information about children's family dynamics, home lives and interests. However, in some instances they identify one general next step for all children in a group, which means that planning for learning is not always personalised. In addition, some staff do not consistently use the information gathered from assessments to

focus on what each child already knows, understands and can do, to help them to make better progress in all essential development areas. Older children are not always prepared well enough for school.

- Children with special educational needs and/or disabilities (SEND) thrive and make progress at this nursery. Leaders review children's individual plans alongside advice from other involved agencies to ensure children with SEND are supported well in their learning. Staff attend specific training to further their knowledge of ways to support children with SEND and additional funding is used effectively by leaders. Children with SEND, and their families, are well supported in this setting.
- Leaders and staff have created an inviting and stimulating learning environment with a variety of activities, indoors and outdoors. However, some staff do not consistently plan activities with a clear understanding of how they support children's progress. Some activities are not matched well enough to children's developmental stages, reducing the learning potential. For example, while staff introduce words to older babies, these words are not always relevant to their early language development.
- Overall, staff use strategies effectively to support children's behaviour management. In the sensory room, staff help children to express their emotions and begin to self-regulate. Pre-school children can 'stomp out' their frustration in a dedicated zone in their room. However, the impact of poor staff deployment leads to inconsistencies in staff's practice. This means that, on occasion, children are not as well supported to understand the expectations of their behaviour.
- Leaders have made effective improvements to the key-person system. Each child has a dedicated key person, who offers a secured relationship and has oversight of their learning. In addition, each child is allocated a 'buddy key person' to help provide continuity in the absence of their key person. This has had a positive impact on children's emotional security and partnership working with parents. Parents appreciate the information sharing and opportunities to speak with their child's key person. Leaders have worked on developing systems to support parents with their child's learning at home.

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

	Due date
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ensure that staff deployment enables staff at all levels to fulfil their responsibilities to support children's continuous learning and engagement	11/04/2025
use observations and assessment of children to plan challenging learning experiences that meet their individual needs and next steps for learning.	11/04/2025

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

- provide support for staff so that they have a clear understanding of the learning intention for the activities they plan.

Setting details

Unique reference number	2640674
Local authority	Shropshire
Inspection number	10353639
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 4
Total number of places	120
Number of children on roll	146
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01743 664447
Date of previous inspection	16 May 2024

Information about this early years setting

Kids Planet Shrewsbury registered in 2021. It is located in Shrewsbury, Shropshire. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. There are 38 members of childcare staff employed. Of these, 22 hold relevant qualifications, including one with qualified teacher status and two at level 6. The nursery provides funded early education places.

Information about this inspection

Inspectors

Anne Dyoss
Beverley Devlin

Inspection activities

- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children interacted with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out joint observations with the manager and deputy manager.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspectors.
- 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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