

Inspection of Kids Planet Walton-on-Thames

Embroiderers Guild House, 1 Kings Road, WALTON-ON-THAMES KT12 2RA

Inspection date:

19 September 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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The nursery has recently undergone a change of ownership. Following this, staff have experienced a period of management instability, which has recently been addressed. New managers have identified some weaknesses and they accept further action is required to ensure that the requirements are met. For example, children's safety is not assured because there are inconsistencies in staff safeguarding knowledge. Risk assessments are ineffective and there are insufficient arrangements in place to support staff. This impacts the overall safety and quality of provision provided.

On the whole, children are happy and content. They have established loving relationships with staff, which helps them feel secure. However, quality education is not consistently provided by all staff across the nursery. For instance, some staff do not implement the curriculum precisely enough to ensure children are building on what they already know and can do. Consequently, where staff knowledge is weaker, children are not benefiting from meaningful learning. This impacts the children's behaviour and their engagement in activities.

Children love being outside in the fresh air. Their physical skills are well considered throughout the nursery. For example, staff recognise the importance of building babies' core muscle skills by providing tummy time. Staff support older babies as they climb and learn to walk. Older children have ample opportunities to develop their physical agility as they run and move around with confidence. Staff provide guidance and suggest that children hold their arms out to the sides as they balance and walk across wooden beams. Children of all ages learn to manoeuvre their bodies in a range of different ways.

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

- Managers and leaders have failed to promptly identify that not all staff have a robust understanding of safeguarding children and protecting their welfare. Consequently, some staff members do not demonstrate confidence in the referral pathways, especially in the event that an allegation has been made against a member of staff. The inconsistencies in safeguarding knowledge can lead to delays in recognising and responding to concerns. This puts children at potential risk.
- Risk assessments are completed daily in all rooms and outside in the garden. Although risk assessments are in place, staff do not demonstrate vigilance, which results in some hazards being unnoticed. For example, staff overlook resources that have become unsafe for children to play with. Additionally, leaders and managers have not conducted a thorough risk assessment around the front entrance to ensure that those who should not access the building

cannot. Poorly conducted and thought-out risk assessments place children at possible harm.

- Staff do not benefit from effective coaching, support, and training from those in charge. Leaders and managers have not acted swiftly to identify staff members' strengths and areas of their practice that need further development. Staff are not adequately supported to help them improve their skills. This leads to inconsistent practice of care and education. Despite the weaknesses in the provision, the new leaders and managers demonstrate commitment to making the improvements necessary to raise the quality and standards for children and their families.
- The staff demonstrate through discussion that they know the children well. They confidently talk about their key children's interests and targets. However, the curriculum priorities are not fully embedded and understood by all staff. For instance, some staff do not make the best use of their interactions to elaborate and extend children's learning. Additionally, not all staff have a secure understanding of how they are building on children's existing knowledge to support their sequential learning. As a result, learning opportunities for children are variable across the nursery. This impacts the progress that children can make.
- Overall, children demonstrate positive behaviours. Staff support children to help them resolve minor disagreements, which helps them to develop their social skills as they continue to play. However, some staff respond differently to similar behaviour and do not clearly communicate expectations and boundaries. Inconsistencies in the messages children receive do not help them to understand what acceptable behaviours are and can lead to frustration. Despite this, children are kind, polite, and listen to what the staff tell them.
- Parent relationships are a priority of the nursery, and managers and staff value parents' views and opinions. They send parents surveys to gather information, which helps them understand if the service they offer meets the needs of children. Parents share that they received effective communication throughout the changeover of ownership, and they appreciate the friendly and committed staff.

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, the provider must:

	Due date
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ensure all staff hold a robust knowledge of safeguarding matters, including how to refer a concern about a child or member of staff, in line with the guidance and procedures of the relevant Local Safeguarding Partners	27/10/2025
take action to implement a rigorous system for risk assessment to ensure hazards are identified and managed effectively and promptly, so that children are not exposed to risks	27/10/2025
implement effective arrangements so leaders swiftly identify gaps in staff's knowledge and provide the support, coaching, and training they need to improve their personal effectiveness and the quality of education.	27/10/2025

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

- support staff to provide consistent messages to children to help them understand what is expected of them as they learn right and wrong.

Setting details

Unique reference number	2851084
Local authority	Surrey
Inspection number	10415806
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	82
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01932 626000
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Walton-on-Thames registered in July 2025. The nursery is owned by Kids Planet Day Nurseries Limited and is located in Walton-on-Thames. It is open all year round. The nursery employs 27 members of staff who work directly with children. Of these, 17 hold qualifications at level 2 or above. The nursery provides government-funded early years places.

Information about this inspection

Inspector

Kelley Ellis

Inspection activities

- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 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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