

Inspection of Kids Planet Thrapston

Kids Planet, 107 Huntingdon Road, Thrapston, Kettering NN14 4NG

Inspection date: 4 April 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	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders have not ensured that all children have a key person who works with them effectively to tailor their care and education to meet their needs. As a result, some children fail to settle at the nursery and are frequently upset. This impacts most on the well-being of younger children and those who are vulnerable, disadvantaged or who have special educational needs and/or disabilities (SEND). During the inspection, despite staff attempting to comfort them, some babies were crying and unsettled throughout the day. Leaders have not made sure that new staff are supported, through coaching and training, to get to know the children they are responsible for.

The curriculum is not sufficiently ambitious for all children. Planning for children's learning does not always take into account what children know and can do. Children in the pre-school room are not supported effectively enough to develop the skills and knowledge they will need in preparation for starting school. For younger children, opportunities to develop positive attitudes to learning are limited as they are too unsettled. At times when the quality of education is stronger, staff talk to toddlers about their emotions and how to recognise different facial expressions. This helps children to learn how to identify their own feelings and those of their friends.

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

- Leaders and staff do not plan an effective curriculum that meets children's needs. For example, older children are not encouraged to build on what they already know to extend learning further. This limits opportunities for children to develop their knowledge and understanding in all areas of learning.
- Assessments of children's progress are not always completed by those who know children best or who work with them on a daily basis. This means that key persons do not always contribute to and are not always aware of children's statutory progress check at age two. In addition, progress checks are not always shared with parents to support learning at home. As a result, assessments of children's progress are not consistently accurate and are not helpful in supporting planning for future learning.
- Leaders have not implemented an effective strategy for the use of additional funding, such as Early Years Pupil Premium (EYPP), to support children's learning and development. Currently, children who are entitled to EYPP are not benefitting from this to further develop their early education. This means that children who are most disadvantaged, are missing out on opportunities to close gaps in their learning or enrich their early years experiences.
- Leaders have not implemented an effective key-person system. Frequent changes in staffing have meant that many children have been left without a key

person. For older children, this means that staff may not know what they need to learn next to be able to support them effectively. For younger children, their well-being is significantly affected by new staff caring for them who, in some cases, are not aware of basic information crucial to children's welfare and development. The arrangements for key persons working with children do not meet children's needs.

- Staffing arrangements do not always ensure that children are supervised effectively enough. When children are moved into different areas of the nursery, staff are aware that some children can become unsettled. Weaknesses in the key-person system mean that staff need to spend more time trying to settle children if they are upset at being moved. This leads to some children not receiving the attention they might need. Leaders have not fully considered the impact on children's well-being of staffing arrangements.
- Leaders do not always have an accurate view of the quality of education being offered at the nursery. They are not always able to identify where the quality of the provision is weak and consider how staff can be supported to improve their practice. Staff do not receive targeted, regular and accurate feedback through coaching and training opportunities. Leaders have plans to improve the quality of the nursery but these have not yet been implemented. As a result, not all staff are clear on what they can do to raise the quality of learning and development experiences for children.
- Weaknesses in the curriculum and staffing arrangements mean that children are not developing age-appropriate focus and concentration. Although children generally behave well, they are not supported to learn how to concentrate for extended periods of time. Staff working with children are often too focused on meeting their basic needs rather than building on their learning. Children do not develop positive behaviours to support their progress and development.
- Parents provide mixed views of their child's experiences at the nursery. Some parents comment that staff are kind and helpful and try to get to know their child well. Some parents spoken to during the inspection, express concern at the difficulties staff face at the nursery due to the recent changes in the staff team and how this is impacting on their child's well-being and development. Parents acknowledge and are appreciative of the hard work of staff in providing feedback on their child's care and education.

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
plan and sequence an ambitious curriculum in order that all children are supported to make progress in their learning	26/05/2025
ensure that those working closely with children contribute to their progress check at aged two as an accurate reflection of children's development and that this is shared with parents to support learning at home	26/05/2025
implement an effective key-person system in order that children's care and learning is tailored to meet their individual needs	28/04/2025
ensure that staffing arrangements meet the needs of all children, particularly when children transition to different areas of the nursery	28/04/2025
ensure that additional funding is used effectively to support children's learning and development	26/05/2025
support staff to identify how to improve their practice by offering regular coaching and training opportunities to ensure they provide quality learning and development experiences for children.	28/04/2025

Setting details

Unique reference number	2833590
Local authority	North Northamptonshire
Inspection number	10397281
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	88
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01832 585011
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Thrapston is located in Thrapston, Northampton and registered in 2025. The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jude Simpson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Children spoke to and communicated 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 spoke with leaders about the leadership and management of the setting.
- 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 joint observations of group activities with leaders.
- The inspector spoke to several parents during the inspection and took account of their views.

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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