

Inspection of Kids Planet Thrapston

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

Inspection date:

23 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed by staff when they arrive. They respond positively to staff, who are attentive and caring. Children build strong bonds with their key person. This contributes to children feeling safe and developing a sense of well-being and belonging at nursery.

Overall, children, including those with special educational needs and/or disabilities (SEND), become deeply involved in their play. Staff plan activities that support children's physical development. Younger children develop their balancing skills as they use outdoor apparatus. They enjoy crossing the uneven surface more than once, increasing their skills and confidence each time. Pre-school children develop their small-muscle strength in preparation for their future learning. They use their hands to roll and manipulate play dough into different shapes and sizes.

Children are happy at nursery, They play and learn in a calm and harmonious environment. Staff help children to learn how to recognise and manage their emotions. They talk to children about how they feel and invite them to follow a sensory circuit. Children learn about how each part of the circuit affects their body as they push, blow, jump and stretch.

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

- Since the last inspection, leaders have taken swift action to make significant improvements. They work effectively with the staff team and have developed a reflective approach. Leaders and staff celebrate strong practice as well as identifying areas for their professional development. A renewed commitment to support, coaching and training for staff has a positive impact on staff's well-being and confidence in their role.
- Leaders and staff demonstrate their understanding of the curriculum. Regular curriculum reviews take place in each group room. Staff respond to children's changing interests and learning needs, particularly in relation to communication and language, attachment to their key person and building on their independence and resilience. Staff know the children well and they plan activities and experiences to help children build on their learning and practise their skills. However, on occasion, some activities are less well planned than others to support staff to build on children's learning further.
- Overall, staff are effective in their teaching. They interact positively with children and join in with their play. However, sometimes, staff's explanations are not sufficiently clear to help children understand what is expected of them to further support their learning during activities and daily routines.
- Staff support children's communication and language skills. They introduce new words to younger children to build on their vocabulary. For example, staff press

autumn leaves in their hands and describe the sound as crunchy. Pre-school children engage in meaningful back-and-forth conversations with staff and visitors. Staff regularly read to children and encourage discussion about the story.

- Leaders and staff swiftly identify children who need additional support, including those with SEND. They work closely with parents, carers and other agencies who are involved. They put targeted plans in place to provide these children with appropriate, consistent support for their care and learning.
- Staff promote children's independence effectively. They help children to build on their self-care skills from a young age. Staff encourage children to serve themselves at mealtimes and to try new tastes. Children make choices about whether they want milk or water to drink and how much they want to eat.
- Children make friendships at nursery and play well together. Younger children readily take turns to throw and catch a ball. Staff are positive role models and encourage children to be kind to one another. They offer lots of praise, encouragement and celebrate children's achievements. This contributes to children's self-esteem and positive behaviour.
- Leaders and staff have developed strong working partnerships with parents. Effective and frequent communication contributes to a consistent approach for children's care and learning. Parents are confident to approach leaders and their child's key person about any specific support their child requires. Staff work collaboratively with parents to identify and support children's next steps in learning. Staff have introduced 'Borrow bags' to give parents ideas for how they can support children'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 further improve the quality of the early years provision, the provider should:

- strengthen the planning of activities to help staff build on children's learning further
- help staff develop their skills to enhance how they present information to children, so they support learning throughout the day.

Setting details

Unique reference number	2833590
Local authority	North Northamptonshire
Inspection number	10408434
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	76
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01832 585011
Date of previous inspection	4 April 2025

Information about this early years setting

Kids Planet Thrapston is located in Thrapston, Northamptonshire and registered in 2025. The nursery employs 25 members of childcare staff. Of these, 16 hold appropriate early years qualifications between level 2 and level 4. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. The nursery provides government funded places for children aged nine months to four years.

Information about this inspection

Inspectors

Melanie Eastwell
Claire Muddimer

Inspection activities

- The manager and both inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Both inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspectors spoke with the manager, deputy manager, area manager, early years advisor and childcare director about the leadership and management of the nursery.
- The inspectors talked to staff at appropriate times during the inspection.
- Both inspectors carried out a joint observation with the manager and discussed the teaching and learning.
- Children spoke to the inspectors during the inspection.
- One inspector spoke to several parents and carers 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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