

Inspection of Kids Planet Bubbenhall

School House Manor, Ryton Road, Bubbenhall, Coventry CV8 3BL

Inspection date: 17 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children thrive in this warm, welcoming and exciting environment. They settle easily, separating well from their parents. They are delighted to see their friends and quickly become involved in the activities. Staff plan a wide range of interesting activities that they know children will enjoy and which continually support their individual learning needs. Relationships between children and staff are strong. Children enjoy involving staff in their play. They are keen to show them what they are doing and what they have made. For example, they make them a pretend cup of tea using water and flower petals. Staff are mindful that some children are wary of visitors to the nursery and provide cuddles and reassurance to children where needed. This helps children to relax and feel secure.

Children behave well. They listen to instructions and respond quickly to requests made of them. From an early age, staff encourage children to use their manners, to show kindness to their friends and take turns as they play. Staff have high expectations regarding behaviour. They use resources well, such as 'The Colour Monster' book to support children as they learn to recognise their emotions and feelings. Children's confidence and self-esteem blossom through the praise and encouragement staff bestow on them.

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

- Since the last inspection, the manager and her team have worked tirelessly to enhance the nursery, the environment and the service they provide. Effective recruitment and induction procedures are established. Staff meet regularly as a team to share their thoughts and ideas. In addition, regular team days take place, such as to prepare the allotment in readiness for planting and growing activities with the children.
- Staff's mental health and well-being are a priority. Managers and parents recognise the staff's work, and awards, such as employee of the month, are given in recognition of this. Professional development opportunities are identified and accessed, which continually builds on staff's knowledge and skills.
- An effective key-person system is firmly embedded in practice alongside a secondary key person to ensure consistency for children and parents should staff be on leave or off sick. Staff spend time getting to know as much as they can about children from their parents, which helps them plan for children's individual needs from the start.
- Staff have spent time developing and implementing an interesting curriculum for all children. There is a strong focus on communication and language development. Staff introduce new words to the youngest children, and as children's language develops, staff and children engage in conversations. However, sometimes, staff ask questions but do not always give children chance

to answer before asking another question. Quieter, less confident children are not always heard. For example, when staff introduced paint to a group activity, those children who were quieter were not always heard over the more confident children. Consequently, they did not always get their choice of paint.

- Parents are very happy with the service provided. They comment on the warm, loving atmosphere that staff create and the care and attention that they give to the children. Parents are made aware of the ethos of the setting and the nursery policies and procedures at the start of their child's placement. They particularly like the online app that is used to aid communication between home and nursery. The nursery operates a lending library so that children can choose books to take home to share with their families.
- Staff regularly observe and assess children's progress and development. This helps them to plan interesting and challenging activities so that children make the best progress in their learning. Staff work closely with the special educational needs coordinator (SENCo) when possible gaps in learning are identified. Procedures for supporting children with special educational needs and/or disabilities (SEND) are in place.
- Children's safety is paramount. Security measures within the nursery are good. The premises are secure and records of visitors are maintained and their identification checked.
- Children love spending time outdoors being active. They run, jump, and climb on a large tractor tyre that is partially buried in the ground. Staff remind children about safety as they jump off apparatus. They tell children to remember to bend their knees so they do not hurt themselves. Children gather planks of wood and work together as they use tools and pretend to extend the castle climbing frame. All of the children enjoy looking at and interacting with the sheep in the adjoining field. They call the sheep, who in turn come closer to the nursery fence and bleat, which particularly delights the babies.

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:

- consider ways to give children time to think about questions they have been asked, prepare their thoughts and respond
- review group activities to ensure that those quieter, less confident children are heard and engage fully.

Setting details

Unique reference number	2670374
Local authority	Warwickshire
Inspection number	10303180
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	80
Number of children on roll	63
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	024 7651 8888
Date of previous inspection	22 June 2023

Information about this early years setting

Kids Planet Bubbenhall registered in 2022. The nursery employs 15 members of childcare staff and a full-time chef. Of these, seven have an approved early years qualification between level 2 and level 6, and one holds qualified teacher status. The nursery opens Monday to Friday, from 7.45am until 6.15pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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