

Inspection of Kids Planet Bulwell

Springfield House, Hucknall Lane, Bulwell, Nottingham NG6 8AJ

Inspection date: 8 May 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are motivated to learn and develop. They respond positively to staff's praise and encouragement and make good progress. This is seen as babies build their confidence to take steps independently. They balance themselves as they hold onto staff's arms and then let go and take a few small steps before they embrace staff's cuddles. Babies smile with pride as staff congratulate their achievement.

Toddlers develop their early mathematical skills. For instance, they participate in activities where they match pictures of animals. Toddlers happily play alongside their peers and staff at the sand tray. They fill and empty containers and hear mathematical language that staff use to describe what they are doing. This activity helps children develop skills that they then use in their daily routines, for example estimating how much food they should serve themselves at mealtimes, depending on the size of their plate.

Pre-school children demonstrate their extensive vocabulary as they participate in conversations about what they want to do when they grow up. They talk about becoming marine biologists. Children explain to their friends what this role is. They look at the pretend sea creatures that staff have provided and name a squid and an octopus.

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

- Staff deliver a varied curriculum that offers children new experiences and real-life opportunities. For example, they take children on outings into their local community. Staff and children visit places such as local care homes, fire stations and nature spots. Children enjoy the activities that staff plan, for example splashing in streams. They learn important skills such as how to stay safe near water.
- Staff recognise the importance of supporting children's personal and health development, for example around oral hygiene. They provide role-play activities where children pretend to be dentists and brush dirt off pretend teeth. Leaders and managers provide parents with information about local dentists and help them to register their children. Collectively, the staff team support families to develop and maintain healthy lifestyles.
- Leaders, managers and staff invite parents to take an activity bag home each month to support their children's learning outside of the nursery. They provide parents with instructions, information about the benefits of the activity on children's development and the resources that they need. Recent activity bags have included play dough activities and how to make a 'communication wand'. Parents say they love the 'homework' because it gives them things they can do at home with their children, linked to their learning at nursery.

- Leaders, managers and staff regularly evaluate how they do things. They reflect on their practice and make changes which benefit children. For example, staff have adapted the arrangements for lunch to prioritise children's learning and well-being. They have changed the time babies eat to accommodate their earlier nap times. Staff have divided toddlers and pre-school children into smaller groups to eat. This means children receive more focused and higher-quality interactions from staff, and their overall experience at lunchtime is calmer.
- Staff support children's behaviour in effective ways. They give praise and recognition when children do the right thing. When children make a mistake in how they behave, staff clearly explain what they have done that needs to be changed and the impact of their action. This helps children to understand why they need to behave in a certain way.
- Staff find out information about children's lives at home, including the languages spoken within the family unit and children's cultural roots. They use this information to plan one-off events. For example, they invite family members into the nursery to read a story in their home language. However, staff do not consistently use what they know about children to plan activities and provide resources that recognise their cultural heritages.
- Leaders and managers support staff's professional development. They provide them with training, coaching and mentoring. This helps staff to improve their skills and knowledge and learn new ways of doing things as the nursery evolves. However, leaders and managers do not always monitor the impact of this closely enough. Sometimes, they do not recognise or respond effectively when staff struggle to implement their new learning in their practice.

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:

- support staff to consistently use what they know about children to plan activities and provide resources that recognise their cultural heritages
- monitor the impact of training, coaching and mentoring on staff's practice more closely and encourage leaders and managers recognise and respond effectively when staff struggle to implement what they have learned.

Setting details

Unique reference number	EY248119
Local authority	Nottingham
Inspection number	10392004
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	67
Number of children on roll	120
Name of registered person	Angels By Day (Children's Day Nursery) Limited
Registered person unique reference number	RP905843
Telephone number	0115 951 9915
Date of previous inspection	6 January 2020

Information about this early years setting

Kids Planet Bulwell registered in 2002. The nursery employs 16 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7.30am until 6.30pm, all year round. The nursery provides funded early education.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

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