

Inspection of Kids Planet Bricknell

249 Bricknell Avenue, HULL HU5 4NS

Inspection date:

25 March 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children show a strong sense of belonging and demonstrate that they feel safe and secure. For example, babies nestle into the nurturing staff to enjoy their milk while staff engage other children in a story. Older children confidently discuss different emotions with staff, who explain it is okay to have lots of different emotions at the same time. Staff are excellent role models. They model good behaviour, such as turn taking, with children. Children learn to sign please and thank you from a young age. They behave well and are considerate to their peers.

Staff observe children while playing and then use this information well, overall, to plan learning based on children's interests and their next steps for development. For example, children enjoy the sensory experience of mark making in shaving foam. Some children are encouraged to make handprints and patterns while other children are encouraged to write numbers or the initial for their name.

Staff interact and play alongside children, supporting their interest in their chosen activity, such as when posting straws into boxes. Children use their hand-eye coordination to carefully push straws through holes. Staff praise children for trying and succeeding. Children develop a positive attitude to their learning.

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

- Leaders have a secure knowledge of how children learn and plan an ambitious curriculum that is focused on communication and language. Babies learn and use basic signs to help them communicate. For instance, babies sign 'more' when wanting more food or drink. However, at times, the language used is too advanced for the youngest children. Staff, on occasion, introduce concepts that children are not ready to understand.
- Staff use effective questioning techniques to find out what older children already know. They build on this knowledge by asking their opinions. For example, children are asked to think about what seeds need to grow. Children are given time to think and respond. This helps children to build on their thinking and problem-solving skills.
- Children develop a real interest in books. Babies freely choose books, taking them to staff, knowing they will read to them. They become deeply absorbed as staff talk about the different textures in the book. Staff introduce babies to new words, such as 'fluffy' and 'bumpy'. This helps to expand children's language development and broadens the range of words they are exposed to.
- Children have lots of opportunities to develop their physical skills. They strengthen their hand muscles as they roll and pat play dough. Outside, they run with excitement, playing chasing games and trying to avoid getting caught by their friends. Children practise their balancing skills as they make their way

across the stepping stones and practise throwing and catching balls with attentive staff.

- Staff provide children with varied activities that spark their interests. For example, children have shown an interest in cutting with scissors. However, on occasion, staff do not consider the equipment carefully enough that is on offer. For example, although different scissors are available, children struggle to use them as they are offered ones that do not suit their needs. This leaves some children frustrated.
- The support for children with special educational needs and/or disabilities (SEND) is well embedded. Leaders ensure that children with SEND receive the appropriate amount of one-to-one support. Additional funding is used well to help narrow gaps in learning. Staff break down their next steps to support those children who require additional support to make progress.
- Leaders nurture a positive and supportive culture. They see staff well-being as vital to the smooth running of the nursery. Staff feel highly supported and valued. There is a strong commitment from all team members to provide the best opportunities for children. Staff receive regular supervision meetings and have lots of opportunities to take part in training to further develop their practice. This helps to raise the quality of education at the nursery.

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:

- plan a focused curriculum for the youngest children that targets their communication needs more precisely
- ensure children have use of equipment suitable for their needs to maximise engagement and ensure they benefit fully from the intended learning.

Setting details

Unique reference number	EY479084
Local authority	Kingston Upon Hull City Council
Inspection number	10372686
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	1 to 4
Total number of places	69
Number of children on roll	134
Name of registered person	Complete Clarity Limited
Registered person unique reference number	RP533781
Telephone number	01482 440045
Date of previous inspection	30 April 2019

Information about this early years setting

Kids Planet Bricknell registered in 2014 and is based in Hull. The nursery opens Monday to Friday, all year round, except bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery employs 17 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and one at level 4. A further seven hold early years qualifications at level 3 and two at level 2. The nursery offers government funded places for childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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