

Inspection of Kids Planet Chorley

Munro Court, Buckshaw Avenue, Buckshaw Village, Chorley PR7 7EL

Inspection date: 19 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 arrive full of smiles to this safe and stimulating setting. They are greeted by enthusiastic staff, who show a genuine interest in them and their families. Children are eager to start their day, are happy and ready to learn. Staff form positive bonds with children and their families from the start of the placement. They collect a range of information such as what children enjoy doing and talk to parents about their children's current learning and what they would like their child to learn next. They use this information to shape and adapt the intended curriculum to suit each child's learning needs. As a result, children's progress is supported from the outset. Additionally, children quickly develop a positive attitude to learning and are eager to try new activities and experiences.

Staff are good role models and treat children with empathy, care and respect. As a result, children are kind and considerate. For example, they remind each other about the rules for sharing and taking turns with toys.

Leaders have designed a curriculum that is sequenced and aims to give children a broad range of experiences, including outside of the setting. For example, children visit the local shops and hand out flowers as a thank-you gift. Additionally, they enjoy walks in the local area. This helps them gain an understanding of the community in which they live and an appreciation of people who help them. All children are making the progress they are capable of.

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

- Following an incident where the provider notified Ofsted that a child was accidentally left in the garden, the provider took prompt action to prevent this happening again. They revised their risk assessments procedures for transitioning children between the indoor and outdoor areas. In addition, staff have undertaken additional training and supervise children closely. These safety measures are effective in practice and help to keep children safe.
- Children are encouraged to manage their self-care skills from an early age. Babies and toddlers are eager to have a go at feeding themselves. Staff encourage older children to serve themselves food and pour their own drinks. Outside, children access their water bottles when they are thirsty. Furthermore, they understand the need to wash their hands before eating and after visiting the bathroom. This supports children's growing independence and helps children be ready for the next stages of their learning, including the move to school.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff make timely referrals and work in partnership with other professionals involved in children's care and learning. Staff implement targeted plans well and try different approaches, such as using simple sign language and

using visual aids to further support children's development. Therefore, children with SEND make consistently good progress.

- The curriculum for physical development is a strength. Younger children develop their hand muscles as they make patterns in flour with their fingers and poke and prod play dough. Children are developing dexterity to support early writing skills. Furthermore, children have ample opportunities for fresh air and physical exercise. Dedicated sports coaches support staff to deliver the intended curriculum in a way that complements children's individual interests. For example, older children practise their hopping and jumping skills as they pretend to be pirates.
- All children have an assigned key person. Staff know the children well and plan for the next steps in their development. However, occasionally, there are times when leaders move staff to other rooms. During this time, the key-person system is less effective. For example, new children find it difficult to settle quickly and some next steps, such as helping children to 'drop their dummies' and speak more, are not consistently applied. This means at these times, children's development is not consistently supported to help them progress further in their learning.
- Children enjoy nutritionally balanced, home-cooked meals. The dedicated chef ensures that all meals are prepared and served to meet children's individual dietary requirements. All staff have received training in preparing and handling food. Additionally, staff closely supervise children when they are eating. Children are developing positive attitudes toward leading a healthy lifestyle.
- Leaders are passionate, have high expectations and strive for improvement. Staff feel that leaders prioritise their well-being and are happy in their work. Staff receive regular supervision, are given feedback on the quality of their practice and are set targets that help them consistently improve. Staff have access to an abundance of training opportunities that supports their continued professional development. New and less experienced staff are closely supported by their 'buddy' as they grow in confidence and competence. This ensures that children benefit from good-quality care and education.
- In the main, interactions between staff and children are positive and support children's progress over time. However, staff do not always know how to respond and adapt their practice in the moment, so that these interactions consistently meet children's learning preferences and build on what they already know and can do. This means there are times when some children disengage and, at these times, their learning is not fully extended.
- Children adore the staff and say they are their 'favourite teachers'. Staff help children understand their feelings and emotions. For example, they have created 'communication friendly' spaces. Staff use these to help children remain calm and reflect on how they feel in that moment. This supports children to regulate their emotions and understand how their actions may affect others.

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 staff's understanding of how to adapt their practice in the moment, so that their implementation of the intended curriculum and interactions with children are consistently of a high quality
- maintain robust key-person arrangements at all times, to ensure consistency in children's care and learning.

Setting details

Unique reference number	2678440
Local authority	Lancashire
Inspection number	10396604
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	120
Number of children on roll	124
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01257 440679
Date of previous inspection	23 November 2022

Information about this early years setting

Kids Planet Chorley registered in 2022 and employs 28 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday, from 7.30am until 6.30pm, all year round. The setting provides government funded childcare.

Information about this inspection

Inspector
Donna Birch

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 spoke to staff at appropriate times throughout the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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 the staff.
- The senior leadership team joined the inspector for a meeting to discuss the leadership and management of the setting.

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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