

Inspection of Kids Planet Pudsey

14a Waterloo Road, Pudsey LS28 7PW

Inspection date: 25 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide a nurturing environment for children as they progress from the baby room to the pre-school room. Children's personal, social and emotional development are the nursery's main focus. In the baby room, staff are attentive and caring, building strong bonds from the start. By the time children have moved into the pre-school room, they have developed good emotional security. Staff provide positive interactions and purposeful praise. This helps children to develop confidence and a high level of self-esteem.

Staff know children well. They gather information from parents before children start. This helps them to have a good knowledge of what children already know and can do. An ambitious curriculum is planned and tailored to their individual needs. Staff are clear on what they want children to know next. This helps all children to make good progress, including those with special educational needs and/or disabilities (SEND).

Children behave well as they understand what is expected of them. For example, staff use actions and key phrases to help children understand when it is time to stop and listen. Staff say, 'Can I see your wiggly fingers?' Children immediately stop what they are doing, smile and wiggle their fingers in the air so they can be seen.

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

- Children's interests are at the heart of the curriculum, which is well sequenced. Staff plan activities that they know children will enjoy. For instance, children enjoy learning about different fruits by making real fruit ice lollies. Staff enhance the activity by incorporating other skills, such as how to use a knife safely. They talk about using a 'back-and-forth' action and keeping the knife away from their fingers.
- In general, staff provide a language-rich environment and communicate well with children. For example, they say new words, such as 'cinnamon' and 'slowly', and encourage children to repeat the words back. In the baby rooms, staff use a lot of facial expressions and body language. However, at times, staff do not model the correct language. For instance, dinner is referred to as 'din-dins' and staff talk about 'choo-choos' for a train. This means that children do not hear or learn to use the correct pronunciation of words.
- Overall, consistent routines are provided for children. This helps them to understand what happens next. However, staff do not organise the lunchtime routine as effectively as possible. There are not enough chairs at the start of lunchtime. Some children walk around looking for somewhere to sit, while their friends have already started eating. Additionally, knives are provided once children have already started eating and, once provided, are not encouraged to

be used.

- Staff form secure relationships with children and their families. This is particularly evident for children with SEND. Staff work with parents and other agencies to ensure that the best support is in place so that all children can enjoy their time at the nursery and make good progress.
- Staff provide a wide range of information and support to parents. For example, home learning packs are provided to help parents to continue children's learning in the home. Leaflets are provided on internet safety and potty training. Care packages are offered to the most-disadvantaged families. Parents feel well informed and supported by the nursery team.
- The nursery manager and her extended team continuously reflect on how to provide the best experiences for children and their families. The manager, in particular, is passionate about keeping up to date with all the latest research on child development. Staff feel well supported in developing their skills and knowledge. For example, all staff in the baby room have completed baby room training. This helps them to provide the best possible care for children.
- Staff's well-being is a high priority. The manager has undertaken training to become a mental health first aider. The nursery offers their staff wellness days and treat weeks, and they celebrate 'employee of the month'. This helps to boost staff morale and contributes to a highly motivated workforce.

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 using the correct words and pronunciation at all times when speaking to children, to further enhance children's vocabulary and language development
- refine the organisation of lunchtime routines so that staff are fully prepared, and children do not have to wait unnecessarily.

Setting details

Unique reference number	2678467
Local authority	Leeds
Inspection number	10350612
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 5
Total number of places	74
Number of children on roll	116
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	01132577737
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Pudsey registered in 2022 and is based in Pudsey. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, five hold a level 3 qualification, and six are qualified at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzzanne Thompson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the 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 inspector carried out joint observations of group activities with the manager.
- 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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