

Inspection of Kids Planet Wallsend

6 ferndale avenue, wallsend, tyne and wear NE28 7NE

Inspection date: 5 August 2025

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

What is it like to attend this early years setting?

The provision is outstanding

Children's emotional well-being is at the heart of everything that staff do. They welcome children warmly into the calm and nurturing environment, where they fully consider and meet children's individual needs. Children arrive with big smiles, ready to play and learn. They greet their friends and quickly join in the appealing activities. Children show that they are happy in the nursery and develop a strong sense of belonging.

The curriculum is ambitious and organised very well. Activities centre around children's interests, alongside staff's skilled understanding of what children need to learn next. Staff provide rich and appealing play experiences that consistently help children to build on their knowledge and skills. Learning plans are flexible and responsive to children's developmental needs and emerging ideas. Staff adapt activities to ensure that children's experiences are inclusive and extend their learning. This contributes to the rapid progress that all children make in their learning.

Thoughtfully planned outings, links with the local community and extra-curricular activities further enrich children's learning. This helps children to understand and value their own experiences and to learn about the world beyond home and nursery. Staff teach children values, such as democracy and tolerance, for example during team games and sports challenges. Children follow instructions, wait their turn and show resilience, for example when their team does not win. Their remarkably positive attitudes reflect staff's consistent support, guidance and high expectations for behaviour.

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

- Leaders have a clear vision and inspire staff with their dedication to giving children the best possible start in life. Their support and guidance for staff is strong. This helps staff to feel valued and highly motivated. Targeted training and close supervision arrangements help staff to understand and carry out their roles with confidence and enthusiasm. They deliver personalised care and a highly effective curriculum. Children thrive in their learning and their emotional development.
- Staff are skilled educators who weave new skills and knowledge into exciting and appealing play experiences. Toddlers make prints with toy dinosaur feet. They learn about counting and patterns when staff suggest that they 'stomp three times'. Older children develop control and precision when staff encourage them to pinch and squeeze dough to make intricate patterns. Staff have clear aims in everything that they do. This helps children to consistently build on their abilities during enjoyable and fun activities.

- Staff securely embed strategies to support children's language development. Staff working with babies use songs and rhymes to encourage them to learn and use new words. Toddlers use descriptive language and develop thinking skills when staff ask them questions, such as 'What happened to the caterpillar?', while recapping a familiar story. Pre-school children develop an extensive vocabulary. They learn the meaning of words, such as 'lava' and 'erupt', when they make model volcanoes with staff.
- Detailed and accurate assessments help staff to quickly identify and support children who need additional help. Targeted teaching helps children to make rapid and sustained progress and catch up in their learning. Children with special educational needs and/or disabilities (SEND) benefit from tailored care and learning plans. This helps to ensure that children with SEND are fully included and reach their potential. High-achieving children benefit from additional activities that deepen and consolidate their learning.
- Children's happiness and well-being are a priority and are seen as key to successful learning. Recent reflections have led to an even greater focus on family partnerships to strengthen children's sense of security. Routines are personalised and nurturing. Children who are new to the nursery settle very quickly. Babies benefit from responsive routines that flow with their needs. Older children develop confidence and independence through trusting relationships with trusted and familiar staff.
- Ideas and choices are part of daily life in this nursery. Staff notice and respond to babies' gestures, expressions and body language. They shape their care and play around what children need. Older children share their ideas, such as during natural play and through the 'pre-school committee'. They go to the meeting room to agree on plans for the nursery. Children know that their views matter. They feel valued, make thoughtful decisions and develop a sense of pride and responsibility in what they do.
- Children manage their feelings well and show kindness to others. With consistent support from staff, who set clear expectations for behaviour, children learn to handle challenges with growing confidence. Staff create a positive atmosphere and offer plenty of praise and encouragement. Children enjoy their learning, work well with their friends and keep going, even when things are tricky. They show pride and are eager to learn more.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2739904
Local authority	North Tyneside
Inspection number	10399603
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	0 to 8
Total number of places	120
Number of children on roll	163
Name of registered person	Kids Planet Day Nurseries Limited
Registered person unique reference number	RP900964
Telephone number	0191 2955928
Date of previous inspection	Not applicable

Information about this early years setting

Kids Planet Wallsend registered in 2023 and is located in Wallsend, Tyne and Wear. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday. There are 23 staff who work with children. Of these, 14 staff hold a relevant early years qualification at level 3 or above. The nursery offers government-funded childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and inspector carried out a joint observation of a sports activity for pre-school children.
- Leaders met with the inspector to discuss the leadership and management of the nursery. They shared relevant documents to support this discussion, including evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The SEND coordinator spoke to the inspector about the arrangements for supporting children with SEND.
- The inspector spoke to some parents during the inspection and took account of the views of others through written feedback provided.

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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