

Kids Play Childcare Hub

Unique reference number (URN): EY478720

Address: Kids Play Ltd, Camp M K Adventure Centre 1a, Roebuck Way, Knowlhill, MILTON KEYNES, MK5 8HL

Type: Childcare on non-domestic premises

Registered with Ofsted: 18/06/2014

Registers: EYR, CCR, VCR

Registered person: Kids Play Ltd.

Inspection report: 9 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Children's welfare and wellbeing

Strong standard 

Leaders and staff have an ambitious and effective focus on developing and building positive relationships with children. A secure key-person approach ensures that children receive the care and comfort they need to settle and engage in play.

Staff ensure that children are given the time and care they need to feel settled and secure. Children readily receive and seek cuddles from their key person. They smile as they lean in. Staff are attentive to the individual needs of children. They adapt their approach and teaching to ensure that children's needs are consistently met.

Staff and children share respectful, caring relationships. Staff know the children and babies incredibly well. For example, in the baby room each baby has their own daily routine and sleep schedule. Staff ensure that these individual needs are met and ensure that babies can rest and relax in a way that helps them. This ensures that babies feel safe and emotionally secure.

Staff complete training, for example on feeding and eating, particularly for those children with specific dietary needs. This ensures that children learn healthy habits and are kept safe during mealtimes. Children enjoy a range healthy and nutritious meals. They know and understand the importance of self-care routines and hygiene practices. For example, children talk about handwashing to remove germs before lunch.

Inclusion

Strong standard 

Leaders and staff are proactive in the effective use of observation and assessment to identify gaps in learning at the earliest opportunity. They work incredibly well with parents and external agencies from the start of children's journey at the nursery. They share

information and gather starting points to plan provision and support the varying needs and interests of children.

Staff have a deep knowledge and understanding of special educational needs and/or disabilities and use their skills to develop targeted support that helps children make good progress. They use additional funding to provide extra sessions that help children settle and establish routines and relationships. This enables children to feel secure and ready to engage in meaningful play and learning.

Staff frequently review children's progress and hold meetings with parents to discuss what children are learning and what they need to learn next. They identify progress and celebrate achievements. They share a clear vision for what they want children to learn and provide parents with information about how they can support learning at home.

Staff engage in a wide and extensive range of training and work in partnership with external agencies and other settings to share good practice. This helps them continue developing their skills and ensures that they can provide the high-quality learning and teaching that children need to make good progress.

Leadership and governance

Strong standard 

Leaders have reviewed and addressed the actions set at the last inspection. They have reflected and evaluated their curriculum to develop this further. They have created an ambitious plan for what they want children to learn and achieve. This is shared with staff, and frequent discussion and review ensures that they continue to grow and develop the provision for children.

Leaders are incredibly focused on their provision and development. This includes the learning and development of children and professional development of staff. Leaders are acutely aware of the workload of staff. They ensure that staff receive the support and time they need to complete training, further their studies and focus on developing the environment to consistently support the individual needs of children. Staff say they are supported, valued and appreciated in their roles. They benefit from training, coaching and mentoring, and this helps them be successful in their roles. Leaders encourage staff to share their skills and knowledge and to act as champions for specific areas of the curriculum. This promotes the particular strengths and interests of staff and helps them develop their teaching and that of their colleagues.

Leaders liaise effectively with parents and external agencies to ensure the best outcomes for children. They seek additional support particularly for those with special educational needs and/or disabilities. This helps all children make progress.

Expected standard

Achievement

Expected standard

Overall, children progress well from their starting points across all areas of learning. They are quick to engage and join in with their play and learning. Children develop independence skills as they make choices about their play. They are curious and confident as they explore a range of activities that ignite their interests and support their individual learning needs.

Children engage in conversations with others to share their thoughts and ideas. They receive praise and encouragement, which helps them focus and engage in purposeful play. Children develop close bonds with their peers and with the adults who care for them. This gives them a sense of belonging and high self-esteem as they take part in activities and explore with their friends.

They receive the teaching and support they need to help them develop and share their ideas. However, children do not consistently develop their communication and language skills well enough. There are occasions when further input and support to help children develop these skills are not consistently provided.

Behaviour, attitudes and establishing routines

Expected standard

Leaders and staff create a calm and respectful environment for children. Children show positive attitudes towards their learning as they engage in many interesting activities that spark their imagination and interests.

Children behave well because staff support them effectively to identify their emotions and help them express these feelings and self regulate. They are kind and considerate to others and often offer encouragement or comfort to their friends. They enjoy helping to find favourite toys to encourage their friends to join in with them.

There is a strong key-person provision in place. Staff build secure relationships with children, which helps them to settle and feel safe at nursery. Children receive the comfort and care they need so that they feel confident and comfortable exploring the range of learning opportunities available to them.

Leaders and staff work closely with parents to promote the importance of regular attendance. They establish routines that help children make ongoing progress in their learning and development. As a result, children attend regularly and settle quickly.

Children's individual needs are a key focus in the nursery, and they receive the care and support necessary to understand the routines of the day. However, there are moments during routines when children are not always engaged in purposeful play and learning. This means that some children disengage and wander around the room.

Leaders have an ambitious vision for what it is they want children to learn. They work closely with staff to evaluate and reflect on what works well and what could be further improved. Leaders value the input of staff in developing and teaching a curriculum that supports the individual needs, skills and abilities of the children. They focus on children's current skills and develop next steps to support them to make progress.

The curriculum is sequenced well and ensures that children are supported in being ready for their next step in education. However, there are small inconsistencies in teaching that impact on the communication and language development of children. Staff do not always introduce new vocabulary or engage in interactions to help children share their ideas and thoughts.

Children develop their physical skills because staff carefully consider and plan a range of interesting opportunities in the outdoor space. Children learn to balance, climb, take manageable risks and discover what their bodies can do as they explore the forest school space.

Children develop their understanding of mathematical concepts. Older children are learning about numbers. They enjoy placing small items on number discs, counting carefully and checking if they have the right amount by comparing the number of items to the dots on the number discs. Younger children explore shapes and colour as they play.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
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Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
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What it's like to be a child at this setting

Children are happy, confident and curious at nursery. They are warmly welcomed as staff greet them and families with smiles and share positive interactions about the plan for the day. This helps children to know what to expect as they quickly settle and engage in their chosen play.

Children smile and giggle with excitement as they play and engage with staff and their peers. They play well together, and more confident children like to show care and kindness to their friends by inviting them to join in an activity.

There are many well-planned and organised activities for children to choose from. Staff are on hand to support children in play and provide teaching to help develop children's interest further. These well-planned activities support children in developing their fine and gross motor skills. They enjoy exploring one-handed tools as they use pencils to create pictures, talking about what they are drawing. Additionally, they use tweezers to pick up small objects as they count them and match them to colours and numbers.

Children enjoy many outdoor activities. They enjoy looking out at the animals they have and talk about their habitat and how to take care of them. They learn responsibility and how to ensure that the pets both inside and outside have their needs met. Children care for hamsters, learning about their lifestyles, what they eat and what they need. They enjoy handling the hamsters and learn healthy hygiene practices when washing their hands before and after handling them.

The forest school space is a particular interest for children. Here, they have opportunities to climb, balance, manage risk and discover different types of bugs.

Staff encourage all children to be as independent as possible, for example when choosing suitable clothes for outdoor play. These experiences help children become confident and

independent learners.

Next steps

- Leaders should strengthen the consistency of high-quality interactions for all children so they are supported to make the best possible progress with communication and language skills.
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About this inspection

The inspector spoke with leaders, staff, the special educational needs coordinator, children and parents during the inspection.

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

Inspector:

Lisa Robinson

About this setting

Unique reference number (URN): EY478720

Address:

Kids Play Ltd, Camp M K Adventure Centre 1a
Roebuck Way, Knowlhill
MILTON KEYNES
MK5 8HL

Type: Childcare on non-domestic premises

Registration date: 18/06/2014

Registered person: Kids Play Ltd.

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:30

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 9 February 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

181

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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