

Kiddie Cats Pre-School

Inspection report for early years provision

Unique reference number

EY412030

Inspection date

04/11/2010

Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Kiddie Cats Pre-School first registered in 2008 and it re-registered in 2010. It is privately owned and operates from rooms within St. Philip's Community Centre, Birchcliffe, Huddersfield. The pre-school is open on weekdays during term time from 8.00am to 4.00pm. All children share an enclosed outdoor play area. Most of the children attend from the local community. There is provision for children with special educational needs and/or disabilities and for children who speak English as an additional language. The pre-school is registered to provide care for 21 children. Currently there are 27 children on the Early Years Register, aged from three to four years, of which 25 receive education funding. There are five permanent members of staff, of which, four hold Level 2 childcare qualifications and/or above. One member of staff is working towards a Foundation Degree in Early Years. The Managing Director and the Pre-School Leader have attained Early Years Professional Status. Student placements and apprenticeships are considered. The pre-school is affiliated to the Pre-School Learning Alliance and it receives support from the local authority. They have attained a gold award for healthy eating. The pre-school is linked to Lindley Sure Start Children's Centre and links have been made with other Early Years Foundation Stage providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Key factors identified across the provision include strong management systems, a trained, committed core staff team and high standards of record keeping. Inclusive practice is firmly embedded in all aspects of the provision, and, as a result, children's individual needs are well met. In addition, children make very good progress in relation to their learning and development. There are effective systems for self-evaluation, as staff work effectively in partnership with others. Staff demonstrate they have a good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend opportunities for children to use simple calculation, in order to gain more confidence and competence in this area of problem solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

Staff have good awareness of safeguarding issues. They fully understand their role in child protection, including procedures to follow should a concern arise. There are robust vetting procedures in place to demonstrate staff's suitability to work with

children, and this includes obtaining Enhanced Criminal Record Bureau disclosures for adults who work directly with children. Detailed risk assessments are maintained to minimise the risk of accidental injury. Staff work exceptionally well together to reach a common goal, which is to deliver the requirements of Early Years Foundation Stage in an imaginative way, which is tailored to meet the children's individual needs. In relation to staff's personal professional development, management are proactive in seeking and obtaining training. For example, they have organised training in the new year to provide for prospective children with additional needs. There is a welcoming, relaxed atmosphere at the setting and children thrive in a calm, predictable environment. Time, space and resources are organised and used well to meet the needs of children. Before each session begins resources are thoughtfully arranged to encourage children to use them. Resources are attractively labelled so that children can easily self-select them. Toys, books, materials and play equipment are regularly rotated to provide variety for children. Staff place the promotion of equal opportunities at the heart of all their work. They have secure knowledge of each child's background and needs, which are effectively established through home visits and the key person system. Children are fully included and involved and their views and suggestions are enshrined in written evaluations of what they have done well and what they could do differently to improve outcomes. There are highly effective systems for self-evaluation, which includes an up-to-date self-evaluation form, which is a working document that highlights areas of the provision to be developed. Staff also make good use of the quality assurance checks made by the local authority and through internal processes, like regular staff meetings, evaluating activities with children and seeking the views of parents. Staff are currently deciding how best to obtain extra storage in order to further extend provision for outside play. These measures clearly enhance children's experience at the setting. There are high levels of engagement at the setting. Relationships and working in partnership with parents is impressive. Parents commend staff for the way in which they deliver a valued and consistently good service. They are routinely involved in decision making on key matters affecting their children through well-established systems and procedures. Highly effective communication between staff at the setting and home is an integral part of the provision, which successfully promotes children's continuing care and development. Relevant examples include home visits; grandparent day and parental involvement at sports day, the harvest festival, nativity and the Christmas party. Children with special educational needs and /or disabilities make very good progress from their starting points because staff have high expectations for all children and they have established exceptionally good links with external agencies through the settings special educational needs coordinator. For example, links with educational psychologists and speech and language therapists. Links have been made with other Early Years Foundation Stage providers, like childminders and school, to promote a seamless approach to delivering the framework. Highly regarded relationships are fostered between staff at other settings, like the local Sure Start Children's Centre.

The quality and standards of the early years provision and outcomes for children

Staff have secure knowledge and understanding of the Early Years Foundation Stage. Overall, they promote children's learning and development well through systems that show children's individual progress is very good in relation to their starting points and capabilities. The children's key person records observations of children at play to determine their natural interests, capabilities and preferred learning styles. They track children's progress and link this to pictorial examples of what children have achieved in their learning journals. The information obtained is clearly used to plan a broad range of activities to help children take the next step towards the early learning goals in the six areas of learning. However, in relation to problem solving, reasoning and numeracy, there are limited opportunities for children to use simple calculation. Teaching methods are effective and, when it is appropriate, staff are able to maintain children's attention for long periods. All children are encouraged to have a go and they are confident learners who have developed a positive attitude towards learning. All children show a strong sense of security and feel safe within the setting. They understand what standards of behaviour are expected and apply these in order to keep themselves and others safe. For example, they know to sit down at a table when they use scissors. They also know to wear high visibility jackets on trips and outings. Road safety is continually reinforced and children practice this at the setting with the small world traffic lights and green man. Meal time is a social occasion and children sit together with the adults around a big table in the dining hall. With regard to children who are hesitant to eat, staff demonstrated high levels of consistency. For example, for lunch all children thoroughly enjoyed pasta soup with grated cheese and garlic bread, followed by sliced apples and plums with a small blob of chocolate sauce. The cook is highly skilled at providing food that is nutritious and looks appetizing. Recipes are shared with parents to further promote healthy eating. Self-help skills are promoted exceptionally well. Children help to set and clear the table, confidently scraping any leftover food into a bowl. Highly successful measures like these clearly promote children's welfare, particularly their physical and emotional health. Staff respect and value the uniqueness of each child and all children are treated with equal concern. Overall, children's behaviour is good and new starters soon settle. The concept of sustainability and looking after the environment is promoted exceptionally well. Children learn about locally resourced food and they have grown their own vegetables to eat. They have donated resources to local charity shops and they walk wherever possible, instead of using public transport. There are different recycling containers used at the setting and children bring in empty cardboard boxes, yoghurt cartons and kitchen roll holders to use for model making. Motion sensitive lights are fitted to save energy. There are many other steps taken to show children how to care for the environment in a responsible way. Children are engrossed in their play and they have great fun at the setting. Their development in communication and literacy and the use of information and communication technology are good. Children find the computer keyboard with colourful giant sized keys easy to use. The age-appropriate software that is used helps to reinforce children's learning in relation to colour, shape, numbers and letters in addition to mouse skills. Children use their imagination fully when they blow and mix paint to make firework pictures and

when they dress up in different costumes. Children look forward to visitors. The mini beast project was significantly enhanced when children examined giant snails, cockroaches, snakes and other reptiles in a safe environment. The 'Kiddie Cat' hand puppet is used effectively. He is used to draw children's attention and to develop their understanding of different emotions and to be sensitive to other peoples feelings. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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