

Kangaroo Kids

Queensway Primary School, Coppice Wood Avenue, Yeadon, LEEDS, LS19 7LF

Inspection date

Previous inspection date

15/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Children are making good progress in their learning and development. This is because staff know children well and plan for their interests and needs. In addition, staff closely monitor children's development to ensure they all receive effective support to reach their potential.
- Children are kept safe and secure in the setting because staff clearly understand their roles and responsibility to safeguard children.
- Families are supported very well by staff. Consequently, parents speak highly of the setting and all relationships are positive.
- The management team are very committed to continuous improvement. Consequently, all staff are supported to access a range of training courses and develop their professional capabilities.
- Children are developing the key skills required for school because staff give them confidence and encourage them to become independent.

It is not yet outstanding because

- Children have fewer opportunities to see and discuss written numerals in the environment.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children in the base room and in the outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the manager, local authority adviser, staff, children and three parents.
- A range of documents were inspected including observations, children's development files and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Kangaroo Kids was registered in 2014 and is on the Early Years Register. It is situated in the children's centre in Queensway Primary School, Yeadon, West Yorkshire and is privately owned and managed. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, term time only and sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's already good mathematical skills further, for example, by providing a range of written numerals in the environment for children to see and discuss.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff know children very well. They know their likes, dislikes and their interests and use these to motivate children to learn. Activities are planned to extend children's learning and staff change the planning depending on children's next steps and what they are interested in. This means that children are constantly engaged in learning experiences and thoroughly enjoy their time in the setting. For example, staff use children's interest in animals to develop their communication and language skills by looking at books and reading stories about animals. They also encourage children to share small plastic animals as they sit with staff and discuss the animals they are playing with. This supports children's social skills as they learn to take turns and share. Other children show an interest in the aeroplanes that are flying over the outdoor area. Staff use this interest to support children to find other items of interest and provide children with cardboard tubes that they use as telescopes. This active learning keeps children engaged for long periods of time, which supports their developing concentration skills.

Information regarding what children know and can do is gathered from parents before children start in the setting. Staff visit children and parents in their home to get to know children in an environment they feel safe and secure in. Information is used to plan for children's interests and stage of development to ensure children's learning is supported from the first day they start. Staff track children's progress carefully and they are very

aware of any gaps in their learning. Staff clearly know how to support children to make progress and, when required, outside professionals are liaised with to ensure children are fully supported to reach their individual potential. As a result, children with special educational needs and/or disabilities are also making good progress from their starting points. Staff work with children both on a one-to-basis and in groups to target areas of learning that require support. For example, children are supported to build train tracks and staff offer ideas and praise as children work together. Staff use mathematical language to extend children's learning, such as 'circles' and 'long'. They encourage children to fix the pieces together themselves. Children's mathematical knowledge is developing well, however, there are fewer opportunities in the environment for children to see and learn about written numerals.

Parents are very happy with the progress their children are making. They feel their children are prepared well for school and staff continually support children's learning. Staff use small group times to teach children listening skills and encourage them to talk about any news they have. As a result, children are gaining confidence and the learning skills required for their next stage of education, whether that be nursery or school. In addition, staff teach children to become independent. Staff offer a wide choice of activities and resources for children to freely choose from. As a result, children are very happy and settled throughout the day.

The contribution of the early years provision to the well-being of children

Staff are very warm, welcoming and caring. They greet each child and parent as they arrive and take time to ensure all children are settled before the session starts. Children arrive at the setting eager to start their day. They part from their parents with ease and quickly find activities and learning opportunities to engage in. This is because staff have created trusting and caring relationships with children and parents. Each child is assigned a key person who knows them very well. They know children's routines and care needs and ensure that they are always met.

Staff work hard to teach children about healthy lifestyles. They introduce new foods to give children new experiences and have recently held a healthy week. Children thoroughly enjoy making fruit drinks and nutritious wraps to develop their understanding of eating a balanced diet. Furthermore, staff teach children where produce comes from and the cycle of growth as they grow cress and beans. Parents have been involved in these projects as they support children to finish growing their items at home. Group sessions are often used to introduce exercise as children practise stretching and moving. Staff encourage children to explore the outdoor area and use a range of equipment, such as stepping stones and bicycles, to develop their physical abilities. As a result, children are learning to enjoy activities and experiences that promote their well-being.

Staff support families very well. They get to know parents and all children, therefore, they are able to offer advice and support when needed. Staff are able to signpost parents to various professionals, as a result, partnerships with parents are very strong. Furthermore, plenty of time is given to supporting parents to help their children settle into the setting.

Staff understand the importance of working closely with parents in order to make children feel safe and secure in the setting. Children behave very well in the setting because they respect staff and understand the behaviour expected of them. For instance, they use scissors sensibly, knowing that they have to sit at the table while cutting paper. The mutual respect between the staff and children creates an environment that supports children to learn in a nurturing environment.

The effectiveness of the leadership and management of the early years provision

Staff are very clear about their roles and responsibilities to safeguard children. They know the different types of abuse and the signs and symptoms of each. Staff have a comprehensive understanding of what to do with any concerns regarding children's welfare and what to do if they were concerned about a colleagues behaviour. Staff regularly refresh their safeguarding knowledge by attending training and all new staff are inducted to know how to protect children from harm. The manager understands her responsibility to ensure all staff are suitable to work with children. Therefore, all staff are vetted and highly capable of ensuring children are kept safe in the setting. In addition, there is a wide range of policies and procedures that underpin staffs' knowledge of the safeguarding procedures.

The manager works with children and alongside staff each day. She is aware of what is good quality teaching and regularly discusses staffs' practice with them, in order to deliver a high quality service. The team is very small and they constantly discuss their practice and the positive changes they can make to the setting. Staff access a wide range of training courses, which they choose in order to further their professional knowledge. The manager also uses supervisions and regular meetings to identify training needs of individual staff members. As a result, the capacity to continuously improve is good.

The manager and staff ensure all children are fully included in the life of the setting. This is made possible for many children because staff have formed strong relationships with other professionals who support children's learning and development. For example, teachers of the deaf are invited into the setting to advise and work with staff to support children with hearing impairments. In addition, children centre staff work with other children to provide speech and language support. At all times, parents are fully included in the services sought from professionals. Parents are extremely complimentary of the setting and staff, commenting that their children have made good progress since attending the setting and the staff are 'great'. These positive relationships make the setting a very happy place to be for all children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY474542
Local authority	Leeds
Inspection number	950363
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	22
Name of provider	Rebecca Louise Hewitt
Date of previous inspection	not applicable
Telephone number	01943874925

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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