

Inspection date	9 January 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager successfully monitors the progress that individuals and groups of children make. This helps to identify what children need to learn next and they make good progress during their time in the setting.
- Children who have special educational needs (SEN) and/or disabilities are supported effectively. Staff quickly identify children's needs and work closely with other professionals to put appropriate interventions in place.
- Children enjoy a wide range of activities and opportunities. For example, they practise moving their bodies in different ways while taking part in a weekly dance class.
- The manager continually reflects upon the effectiveness of the setting, using the views of staff, children and parents. For example, she identified that communication could be improved with parents and set up a noticeboard to share information about the week.
- Children settle quickly in the setting and form strong relationships with staff. This helps children to gradually grow in confidence and promotes their emotional well-being effectively.

It is not yet outstanding because:

- Staff do not make the best use of adult-led planned activities, to challenge and extend children's learning to the highest level, particularly in mathematics.
- Staff do not fully support parents to complement or further extend their children's learning in the home.

What the setting needs to do to improve further

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

- refine adult-led planned activities to help to challenge children to the highest level and extend their learning, particularly in mathematics
- enhance the information shared with parents to help them to complement and extend their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school leader for the setting.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's assessments, planning, policies and procedures, and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and also took account of their views received via email.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager completes daily checks of the setting to identify and minimise any risks to children. Staff show a good knowledge of the policies and procedures in the setting. They understand what action to take if they have concerns about a child's welfare. The manager completes rigorous induction training with all new members of staff, which then leads into regular supervisory meetings. This helps to ensure staff practice is of a high quality. Staff attend professional development opportunities to help to improve their knowledge and skills. For example, they learn how to support early communication for children who have SEN and/or disabilities. This helps children to develop speech and language skills effectively.

Quality of teaching, learning and assessment is good

Staff find out what children can do and already know when they first start at the setting. They observe children's play and plan activities to follow their interests, such as space. Staff sensitively support children while they explore a range of creative resources. They promote children's language and ask questions to further their learning. For example, children cover paper plates with paint while staff talk about the different properties of the sun. Overall, children have access to some resources that help to promote their mathematical understanding. For example, children independently compare teddy bears and attempt to sort them into colours and match patterns on cards. Parents are kept well informed about their children's development, including through daily discussions and summary reports.

Personal development, behaviour and welfare are good

Children enjoy being active. Among other things, they take part in rhythm and rhyme sessions each week. They spend time outdoors, for example, chasing bubbles and playing games together. This helps to promote children's physical development well. Children's behaviour is good. Staff help them to cooperate with others and support them taking turns with toys. Children understand the routines in place, for example, they help to tidy the toys away. Staff support children who are toileting and gently remind them to wash their hands.

Outcomes for children are good

Children are working in line with expectations for their age, including those who receive additional funding. Children build friendships and learn how to communicate with others. They use their imagination while dressing up in costumes and acting out different scenarios. Children practise using the computer and use their problem-solving skills to complete a jigsaw as a group. Children develop key skills in preparation for their future learning and in readiness for school.

Setting details

Unique reference number	EY494544
Local authority	Kirklees
Inspection number	1031884
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	32
Name of registered person	Kiddie Cats Ltd
Registered person unique reference number	RP534962
Date of previous inspection	Not applicable
Telephone number	07544629286

Kiddie Cats Ltd re-registered in 2015. The setting employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. This includes the manager, who has early years professional status. The setting opens from Monday to Friday, during term time only. Sessions are from 8am until 4pm. The setting provides funded early education for two-, three- and four-year-old children.

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