

Inspection of Kangaroo Kids @ St Oswalds C Of E Primary School

St Oswalds C Of E Primary School, The Green, Guiseley Leeds, West Yorkshire LS20
9BT

Inspection date: 12 October 2021

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

What is it like to attend this early years setting?

The provision is good

Caring and responsive adults prioritise children's happiness and well-being at all times. Children settle very quickly at the start of the day and display high levels of independence. For example, children excitedly put on their own coats as they get themselves ready to go outside. Staff provide a well-resourced learning environment, both indoors and outdoors, where children are very happy and excited to share their learning with their friends. Staff place a strong focus on developing children's communication skills. All staff skilfully engage children in meaningful conversations, asking questions, giving them time to respond and teaching them new words. For instance, children's experiences are used to inspire an ice-cream shop, where children take on different roles of ice-cream seller and customers.

Managers and leaders are passionate about their setting and continually strive to provide every child with opportunities to develop their own ideas and imagination. Through high-quality resources and experiences, children have a wealth of opportunities to follow their own interests and strengthen knowledge. For example, children develop their communication and counting skills as they excitedly splash and sing 'Five Little Ducks' during water play outdoors.

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

- The dedicated and knowledgeable staff continually strive to provide an inclusive curriculum, enabling all children to access activities independently or with adult support. The high-quality, well-resourced learning environment provides every child with exciting opportunities to lead their own learning in a way that is meaningful to them.
- Well-established routines and high expectations of behaviour are securely embedded. This helps children to feel safe, happy and confident to follow instructions. For example, children show their independence skills as they wash their hands, put on their own coats and help to tidy up.
- Staff use quality resources and teaching to support children's early communication skills through stories, songs, rhymes and puppets. For example, children are engrossed in a familiar story and enjoy talking about the story together. Children are developing a wide range of skills and knowledge to prepare them for the next stage in their education.
- Occasionally, what staff intend children to learn from planned activities is not always clear. For example, some group activities are not appropriately matched to all children's needs. As a result, at times, not all children sustain attention and interest.
- The stimulating and well-resourced outdoor area is a strength of the setting. Staff skilfully use the space and equipment well to develop all children's physical,

social and communication skills. Every child thrives on the opportunities to use carefully chosen resources in imaginative ways. For instance, a group of children excitedly discuss sailing across the sea on a boat, thinking of ways to escape the sharks.

- A supportive key-person system is in place. Children's learning experiences are nurtured through warm and caring relationships. All staff strive to promote confidence and resilience to ensure they meet every child's needs. For instance, staff encourage children to make their own choices and take their own risks. Children show their resilience and confidence to take risks as they climb and build with large resources, such as tyres and planks.
- The setting is inclusive and provides good support for children who have or may have special educational needs and/or disabilities. Every opportunity to provide meaningful learning experiences is maximised. Managers have built good relationships with external agencies and make swift and timely contact to ensure all children receive the support they need.
- Managers are passionate about the children, families and the community. These relationships are at the heart of the setting and are a real strength. Overall, partnerships with parents are very strong. Parents speak highly of the setting and how staff help their children to feel happy, safe and settled.
- Managers have a clear and ambitious vision for the setting and are excellent role models for their team. Managers have recently completed further qualifications and passionately believe in developing their staff through training. They prioritise staff well-being through supervisions and support. This has helped to develop a supportive staff team who value their work.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Managers ensure suitable staff are employed at the setting to ensure all children are well cared for. They ensure all staff receive regular training relating to keeping children safe. This ensures all staff are confident about safeguarding children, including how they would manage any concerns they had about abuse and the reporting processes. All staff know their community well, are aware of the challenges specific to the area and provide timely support for the families. The setting works effectively with external agencies to ensure all children's needs are swiftly identified and supported.

What does the setting need to do to improve?

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

- sharpen the focus of the curriculum intent to build on children's current knowledge and what they need to learn next.

Setting details

Unique reference number	2543296
Local authority	Leeds
Inspection number	10207039
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Hewitt, Rebecca Louise
Registered person unique reference number	RP905472
Telephone number	07799472578
Date of previous inspection	Not applicable

Information about this early years setting

Kangaroo Kids @ St Oswalds C Of E Primary School is based in Guiseley and is open Monday to Friday, term time only. Sessions are from 9am until midday, and midday until 3pm. The setting provides funded early education for two-, three- and four-year-old children. The setting employs five members of staff. One holds qualified teacher status, three hold early years qualifications at level 5 and one holds a qualification at level 3. The setting provides support for children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Claire Bracchi

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The managers and the inspector completed a learning walk together to share how the curriculum and learning environment are planned for to meet the needs of the children.
- The managers and the inspector held a meeting to discuss how leaders and managers support the children and staff.
- The inspector observed the quality of teaching indoors and outdoors, to establish the impact on children's learning and progress.
- The inspector carried out a joint observation with managers to evaluate leaders' view of teaching and learning.
- The inspector looked at relevant documents and checked evidence of the suitability of staff who work in this setting.

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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