

Inspection of Kangaroo kids @ Hawksworth Primary School

Hawksworth C Of E Primary School, Main Street, Hawksworth, Leeds LS20 8NX

Inspection date:

17 March 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Managers and staff, including the designated safeguarding lead, have a weak knowledge and understanding of child protection. Leaders and managers do not evaluate practice effectively. This means that staff do not consistently seek to involve quieter children in activities, which has an impact on their access to learning.

Children are encouraged to play outdoors daily. They are supported to take manageable risks and are encouraged to climb, balance and jump from appropriate equipment. Other children learn to balance on the climbing frame and are supported by the staff to challenge themselves. This promotes their self-confidence and their physical development.

Staff plan enjoyable activities, which support children's communication and language skills. For example, they use their imagination to create a plane using crates and expand their language, supported by staff. However, the quality of teaching is inconsistent. Staff do not always engage children fully in the activities or provide sufficient challenge to extend their existing skills and knowledge.

Despite these weaknesses, children are enthusiastic and behaviour is positive. Most children are eager to participate in activities and show strong bonds with staff members. Children play confidently, and take turns and share ideas with each other.

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

- Although children are assessed when they first start at the pre-school, the progress check at age two is not completed and shared with parents. This means that any gaps in learning and development are not being identified on this check as required, or shared with parents.
- Staff have completed safeguarding training, but managers have not identified that staff and the designated safeguarding lead do not have a secure enough knowledge of how to recognise, record and report concerns or allegations. This compromises children's welfare.
- Children have strong bonds with the staff, who are caring towards their needs in the pre-school. There are a wide range of resources available for the children to access and the children enjoy exploring the different areas. Children show independence in their choice of activities. They are able to self-regulate their behaviour and take turns and play together. For example, during group time the children patiently wait their turn when passing the baby and contribute enthusiastically to the discussion about Mother's Day. Children engage well with each other.

- Information is shared daily as parents drop off or collect their children. Staff gather information when children first start, which supports them to settle in at the pre-school. Parents feel able to address concerns they may have with staff and they comment positively on how the pre-school provides support for parents. However, the progress check at age two is not completed and shared with parents, to help identify and support any gaps in learning.
- Staff supervisions are not consistent. Managers do not have a good overview of how the curriculum is implemented for all children. Staff are not consistent in supporting all children to access the learning on offer. Curriculum delivery is not consistent for children who are less confident because staff do not always recognise when a child is not engaged in activities.
- Staff assess what children know and can do. However, they have not developed the curriculum plans well enough, to clearly establish what knowledge, skills and understanding they want children to achieve in all areas of learning. For example, they know that some children need to develop their communication skills, but they do not identify exactly what they are going to teach them and how they will implement this in practice.
- Staff read stories enthusiastically to children, who become involved and interested. Children often get books out and look at pictures independently. Furthermore, children enjoy making marks as they draw lines and pictures of themselves on paper which is proudly displayed. This supports the development of their early literacy skills.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff are aware of where to report concerns in conjunction with local authority procedures or how to manage allegations appropriately. Despite all staff completing safeguarding training, their knowledge of all safeguarding concerns, such as the 'Prevent' duty, is weak. This compromises children's welfare. The owner and manager do not evaluate how well staff knowledge is retained and identify gaps in their knowledge following training. The pre-school environment is clean. Staff practise effective hygiene procedures, such as ensuring that children wash their hands well before eating. This helps to ensure that children do not become ill due to cross contamination.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that progress checks at age two are completed and shared with parents, and any emerging concerns are used to develop a targeted plan to support children's future learning and development	17/04/2023
train all staff to understand the safeguarding policy and procedures and ensure that all staff have an up-to-date knowledge of safeguarding issues and what to do in the event of an allegation	17/04/2023
ensure that all staff and managers' knowledge of statutory guidance, like the 'Prevent' duty and what to do where there are concerns, is secure.	17/04/2023

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

- ensure that staff supervisions are done regularly to identify and address any gaps in knowledge and understanding, as well as support staff to consistently engage all children in learning
- improve assessment arrangements to ensure that staff use the information to identify what children need to learn next and how to implement this, with regard to children's communication and language.

Setting details

Unique reference number	2635959
Local authority	Leeds
Inspection number	10282171
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	24
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 @ Hawksworth Primary School is based in Leeds and registered in 2019. The pre-school is managed by a joint manager and the nominated individual. The pre-school employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday during school term time. Sessions are from 9am to 3pm for the pre-school and it also operates a breakfast club from 7.30am to 9am and after-school club from 3pm till 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sipra Deb

Inspection activities

- This was the first routine inspection the provider 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 pre-school.
- The inspector completed a learning walk with the manager and discussed the early years curriculum and what they wanted to learn.
- The inspector carried out a joint observation with the manager of the pre-school.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.

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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