

Inspection of Kiddie Cats Ltd

St Phillips Community Centre, Briarlyn Road, Huddersfield HD3 3NP

Inspection date: 26 April 2023

| Overall effectiveness | Inadequate |
|------------------------------|-------------------|
|------------------------------|-------------------|

| | |
|----------------------------------------------|-------------------|
| The quality of education | Inadequate |
| Behaviour and attitudes | Inadequate |
| Personal development | Inadequate |
| Leadership and management | Inadequate |
| Overall effectiveness at previous inspection | Good |

What is it like to attend this early years setting?

The provision is inadequate

There has been a decline in the overall quality of the setting since the previous inspection. Children do not benefit from an ambitious curriculum that helps them to ignite their curiosity and keeps them engaged in play. There is a variation in the quality of interactions between staff and children. Staff do not create a stimulating environment for children to be able to solve problems, investigate or make discoveries in their play and learning. Managers are not clear about what they want children to learn. Staff focus too heavily on children being able to recognise numbers and write their name ready to start school. Staff draw dots on paper and encourage children to trace around these. There is less emphasis on supporting the fundamental skills children need to acquire before they reach this stage of learning, such as developing their muscle control.

As the setting is based in a shared premises, managers and staff ensure that entrances and gates are locked to ensure that no unauthorised persons can enter the premises. Staff complete daily risk assessments to ensure that the environment remains safe for children.

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

- Although there are supervision arrangements in place and staff comment that they feel supported by the management team, managers do not carry out effective performance management procedures. Less-experienced staff do not benefit from coaching and training sessions. For instance, some staff sit on a bench and chat while children wander around the outside area aimlessly. Although there are induction procedures in place, some staff are not clear about some of the setting's policies and procedures. This includes some safeguarding practices.
- Managers explain that they seek the views of parents to help evaluate their setting and are looking at ways to enhance the outside area. However, they have not identified weaknesses in other areas of practice. Managers and staff do not ensure that the required progress check at two-years-old is completed within the required time frame and shared with parents. Therefore, parents are not provided with a written summary of their children's learning and development between the ages of two and three years.
- There is a frequent lack of engagement from staff to support children to play and learn cooperatively. Some staff do not manage children's behaviour well. For instance, children are told to sit on a chair in the pre-school room to 'think about what they have done', while their friends continue to play outside. This does not help to support children to understand how to manage their own behaviour or promote their self-esteem.
- Managers explain that they send newsletters out to parents and email updates.

They invite parents into the setting and provide stay-and-play sessions. Parents state that their children have settled well and that they are given verbal feedback on a daily basis about what their children have been doing.

- Some children show that they are able to manage their own self-care needs. They learn to ways to put on their own coats before getting ready to go outside to play. This helps to suitably develop children's independence skills.
- Staff take turns to make lunches for children. They have completed the required food hygiene training and are aware of any dietary or allergy requirements. Children are provided with suitably healthy meals and snacks. They have regular access to drinking water.
- Very young children show that they have an attachment to their key person. This includes children who are new to the setting and require support to develop their confidence. Children smile as they look at picture books with their key person and listen to stories. Staff working with children under two play alongside them during water-play games. Other staff blow bubbles for children and encourage them to jump and catch the bubbles as they float to the ground.

Safeguarding

The arrangements for safeguarding are not effective.

Although there are safeguarding policies and procedures in place, some staff are unclear of the setting's safeguarding policies and practices. This includes the safe storage of mobile phones. Not all staff are aware of the signs that families could be exposed to extreme views and/or behaviours. Managers are aware of the steps to follow in the event of an allegation against a member of staff and to ensure that they contact the relevant authorities within the required time frame. There are safer recruitment procedures in place and managers review the ongoing suitability of staff to ensure that they remain suitable to care for children.

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 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ensure all staff understand and implement the setting's safeguarding policies and practices. This includes the safe storage of mobile phones and signs that families could be exposed to extreme views and/or behaviours | 24/05/2023 |
| devise and implement an ambitious curriculum that helps children to remain engaged in their play and learning | 24/05/2023 |

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| improve performance management procedures and training for staff to ensure that they are clear in their roles and responsibilities | 24/05/2023 |
| provide parents with a written summary of their children's development between the ages of two and three years | 24/05/2023 |
| improve behaviour management procedures to help children to understand and manage their own feelings and behaviour in a way that helps to them to develop good levels of self-esteem. | 24/05/2023 |

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY494544 |
| Local authority | Kirklees |
| Inspection number | 10284996 |
| 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 | 1 to 4 |
| Total number of places | 18 |
| Number of children on roll | 21 |
| Name of registered person | Kiddie Cats Ltd |
| Registered person unique reference number | RP534962 |
| Telephone number | 07544629286 |
| Date of previous inspection | 9 January 2018 |

Information about this early years setting

Kiddie Cats Ltd re-registered in 2015. The setting employs seven members of staff. One holds early years professional status, one who holds a level 4 qualification and three who hold a level 3 qualification. The setting is open 48 weeks a year Monday to Friday. This is split into 38 weeks term-time provision between 8am and 5pm, closing at 4pm on a Friday; and 10 weeks holiday club between the hours of 8am and 4pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times 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.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023