

Inspection of Kiddie Cats Ltd

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

Inspection date: 26 October 2023

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|------------------------------|-------------|
| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Inadequate |
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What is it like to attend this early years setting?

The provision is good

Children enter the setting enthusiastic and ready to learn. They are keen to be involved in the activities and motivated to develop new skills. Staff are very clear on children's next steps in their learning and what the focus is for each child. They know the children well, and this knowledge also extends beyond their key children. Staff understand sequencing in learning and that children need to be allowed time to repeat and practise skills in different ways.

Staff support children's emotional security and sense of well-being. Staff act as good role models for the children and encourage them to learn good manners and say 'please' and 'thank you'. Children are supported to manage their emotions and to develop an awareness of others and their feelings. Staff teach children about right from wrong and involve them in developing the setting rules. These are displayed on the wall and act as a reminder to the children. This helps them to learn about the expectations of behaviour in the setting.

Since the last inspection, the provider has addressed all of the actions raised to improve the quality of provision.

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

- In the main, staff model language well and regularly introduce children to new words and their meaning, helping them to extend their vocabulary. Staff working with babies respond well to them, repeating sounds back to them and valuing their efforts to talk. Staff talk to the children and ask them questions to make them think, but they do not always build in sufficient thinking time and to allow children to process information before moving on. Staff do not always take the time to rephrase a question if children do not respond.
- Children who are ready are introduced to early phonics. However, not all staff are consistent in their approach to using pure sounds and add additional sounds, for example saying 'lu' instead of 'llll'. This leads to confusion for children as they use both and are unsure of which they should be using.
- Staff confidently talk about their key children and what they are working on with each child and the progress they are making. Staff differentiate for the children's different abilities to ensure all children are appropriately challenged in their learning, particularly during group activities. This demonstrates that they know the children and their capabilities well.
- Strong support is in place for children with special educational needs and/or disabilities (SEND). Partnership working is effective and parents, professionals and the setting all work well together to ensure children are well supported. Individual plans are followed to enable children to make the best progress. Funding is used to good effect to benefit the children's development and to

effectively meet their needs.

- The curriculum provides lots of opportunities for children to develop and hone their physical skills. Obstacle courses help children to develop core strength and coordination as they balance on stepping stones and bucket stilts. They show high levels of concentration and determination as they try their best not to lose their focus. Staff plan lots of activities for children to use their hands and manipulate objects as they squeeze, roll and flatten different materials. They use tools well and serve themselves during lunchtime routines. This all helps to develop their hand strength and hand-to-eye coordination, which helps them develop the skills they need for their transitions in learning.
- Children learn about the importance of making healthy choices and enjoy fruit snacks. They learn about the importance of oral hygiene and good hygiene through their daily routines. They are supported by staff to be independent in these practices ready for school.
- Parents praise the setting and talk about the skills their children have gained and the good progress they are making since they started, across all areas of their learning and development.
- Good systems are in place to monitor practice, and regular supervisions and peer observations help staff to further reflect on their skills and knowledge going forward. This also helps to form a basis for conversations about any future training needs for staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the setting's safeguarding policies and procedures. They know how to report any concerns to safeguard children and of the importance in doing this within appropriate timescales to prevent children suffering any further harm. The provider ensures that safeguarding is always on the agenda at meetings and supervisions, and she uses scenarios and questions to test out staff's knowledge. Safer recruitment guidelines are followed and the provider ensures that all appropriate checks are undertaken to ascertain a person's suitability to work with children. Regular risk assessments help to ensure that any hazards to children are minimised effectively.

What does the setting need to do to improve?

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

- support all staff to use a consistent approach when introducing children to letter sounds
- ensure staff allow children sufficient thinking time and to process information, when asking them questions to further promote their communication and language.

Setting details

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| Unique reference number | EY494544 |
| Local authority | Kirklees |
| Inspection number | 10293403 |
| 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 | 14 |
| Name of registered person | Kiddie Cats Ltd |
| Registered person unique reference number | RP534962 |
| Telephone number | 07544629286 |
| Date of previous inspection | 26 April 2023 |

Information about this early years setting

Kiddie Cats Ltd re-registered in 2015. The setting employs five members of staff. Of these, one holds early years professional status, one holds a level 4 qualification and two hold a level 3 qualification. The setting is open 48 weeks of the year, Monday to Friday. This is split into 38 weeks term-time provision between 8am and 5pm, closing at 4pm on 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

Annette Stanger

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the setting and discussed the safety and suitability of the premises with the provider.
- The provider and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- The provider spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the staff and the children.
- The inspector carried out a joint observation with the provider.
- The inspector spoke to several parents during the inspection, including parents of children with SEND, and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the 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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