

Inspection of Kanga Kare Priestthorpe

Beckfoot Priestthorpe Primary School, Mornington Road, Bingley BD16 4JS

Inspection date:

30 January 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at the setting and happily engage in a range of activities. They play a selection of games that test their physical skills and agility. Staff raise children's awareness of how to live a healthy lifestyle and how to look after their bodies. Children learn about the importance of good hygiene practices and healthy eating. They prepare their own smoothies and chop and try the different fruits and flavours. Staff encourage children's independence during daily routines, and children learn about responsibility as they help to tidy away the resources.

Children of all ages play well together and show patience and kindness as they help to explain the rules of some of the games to the younger children. Staff act as good role models and manage children's behaviour in a calm and positive way with lots of positive reinforcement. When children show acts of kindness, they get to choose a treat from the 'kindness box'.

Staff ensure that all of the children's contributions and efforts are recognised and celebrated. They actively seek children's views and feedback and encourage them to participate in shaping the provision. Children get to choose a 'star from the jar' and add their ideas and suggestions for activities and further resources.

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

- Children enjoy spending time outdoors in the fresh air with their friends. They play organised games, such as football and various team games. Children cooperate well on tasks as they build tall structures using magnetic shapes. They talk about how best to build them so that they do not fall. They problem-solve and establish that each structure needs to have a 'firm base at the bottom to make it strong'.
- Children enjoy taking part in sensory play. They mould and manipulate clay to make various creations, including vases and bowls. They use other materials to add texture to their creations and decide to add small sticks to give the appearance of 'quills' on the backs of hedgehogs they have created. Children observe the changes to the appearance of the clay as it dries. They talk about how it changes from 'a darker shade to a lighter one'.
- Staff help children to understand the importance of making good choices and reward them for their efforts. Children told the inspector about how they enjoy spending their time while at the setting and recalled their experiences. They talked proudly about the personalised stickers and certificates they receive and how their achievements are recognised and celebrated in the club.
- Children behave well. They understand the club rules and explained these to the inspector. Good relationships exist and staff interactions are supportive. Staff

play enthusiastically alongside the children, join in their games and engage them in conversation about their school day. They take the time to listen to what the children have to say and this helps to support children's emotional well-being.

- Good partnerships with parents exist. Parents report that they feel well informed about how their children spend their time and that their children enjoy coming to the club and spending time with their friends. They welcome the relationship the staff have with the school and explain that channels of communication are good and key information is passed on to them effectively. This shared approach, between club staff and teachers, supports continuity in the children's care and development.
- The required documentation is in place and contains most of the necessary detail. However, staff are aware that they need to be more consistent in recording, accurately, the exact times of arrival for those children who arrive later after attending other after-school activities.
- Leaders and managers have a clear vision for the setting and what they want to achieve. Staff are encouraged and supported to attend training to further their knowledge and skills. Staff are reflective and continuously strive to improve and build on experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Staff are deployed effectively and supervision arrangements ensure that children are well cared for and supported both indoors and outdoors. Staff understand their safeguarding responsibilities, in line with local reporting procedures and know what action to take if they have concerns about a child.

Staff undertake regular training to ensure they have the required skills and knowledge to deal with accidents and emergencies. Clear and robust recruitment and induction procedures ensure staff understand their roles and responsibilities and are suitable to work with children.

Setting details

Unique reference number	2656923
Local authority	Bradford
Inspection number	10308765
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 10
Total number of places	17
Number of children on roll	17
Name of registered person	Kanga Sports Limited
Registered person unique reference number	2512749
Telephone number	07526600793
Date of previous inspection	Not applicable

Information about this early years setting

Kanga Kare Priestthorpe registered in September 2021. It operates from Beckfoot Priestthorpe Primary School in Bingley but is independently run. The club employs six members of childcare staff, all of whom hold appropriate qualifications at level 3 or above. The club opens Monday to Friday, from 7.30am to 8.45am and 3.05pm to 5.30pm, during term time only.

Information about this inspection

Inspector

Annette Stanger

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the provider.
- 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 inspector observed the interactions between staff and the children.
- Parents shared their views on the setting with the inspector.
- 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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