

# Inspection of Kangaroo Kids Pre-School

Yeadon Westfield Infant School, Westfield Grove, Yeadon, Leeds LS19 7NQ

---

Inspection date: 5 December 2019

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff have high expectations for all children. They form strong bonds with children and their families. Staff consistently speak to children in a warm, friendly and gentle manner. Children thrive at the pre-school, and all aspects of their learning and development are nurtured by staff. Occasionally, opportunities to further extend children's independence are missed. The learning environment is thoughtfully planned to stimulate children's curiosity and imagination and deepen their knowledge. Staff develop children's experiences from their interests and earlier learning. For example, they use children's fascination with building high towers with wooden blocks to strengthen their counting and simple addition skills.

Staff provide useful and regular information to parents on children's progress. The managers know that procedures to share information with other early years settings children attend are not fully established. Children feel safe and secure during their time at the pre-school. Parents comment that their children love to come each day. Children enjoy simple daily routines and confidently talk to other children and staff. They behave well and staff provide sensitive support for younger children who are learning to manage their own behaviour. The managers are ambitious and have a clear vision for the setting. They closely analyse staff performance to ensure teaching and the quality of provision are of a high standard overall.

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

- Staff strongly support children's speech and language development. Children are introduced to many songs and rhymes from the day they start at the pre-school. They quickly become familiar with them and eagerly join in. Children access a wide variety of books and stories, which they enjoy sharing with one another. Staff read stories in an intimate, animated and engaging fashion. For instance, children love repeating the atmospheric phrases such as 'In the dark, dark town, is a dark, dark street'.
- Children are well behaved. Staff are kind and consistent role models to children. They warmly praise them and value their ideas and achievements. Staff help children to express their emotions and learn to be tolerant of others. They skilfully reinforce children's good behaviour and establish clear boundaries.
- Parents hold the pre-school in high regard. They appreciate the open and friendly nature of the managers and their staff. Parents receive useful information on their children's progress and good guidance to support their learning at home. However, staff do not routinely share information with other early years settings children attend to support further continuity in their development.
- Overall, staff help children to build the skills they need for their future learning.

For example, they encourage children of all ages to play and work together and to choose what to play with. However, some opportunities to let children do things for themselves and become more independent are missed.

- Children have free and full access to a wide range of interesting sensory and visual experiences inside and outside. For example, they create their own Christmas trees by combining coloured play dough with a range of natural and man-made objects. Children construct imaginative towers and buildings with wooden blocks and other construction toys. These experiences contribute to many areas of their development. For example, they enhance their hand control, strengthen their awareness of shape and measure and build their creative skills.
- Staff promote children's physical activity and healthy lifestyles well. They encourage children to try many different types of food and to eat independently. Children learn how to wash their hands thoroughly. They enjoy their time outside riding different toy vehicles or playing with hoops and balls.
- The managers and staff provide effective support for children with special educational needs and/or disabilities. They make good use of additional funding, for example through links with other professionals such as speech and language therapists. Staff focus successfully on addressing gaps in children's learning.
- The managers provide positive leadership to the staff team. Procedures to evaluate and strengthen the provision are well informed by analysis of children's achievements and observations of teaching. Staff have time and support to access different training opportunities. These have contributed to development of the provision, for example the assessment and planning procedures and the teaching of mathematics.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff understand how to keep children safe. They know how to recognise the signs that a child might be at risk of harm. There are clear procedures implemented to record any concerns staff have about children's welfare. Staff know how to respond if an allegation is made against another member of staff. The managers understand how to recruit staff safely and make sure they are suitable to work with children. Staff rigorously ensure that children play in a safe and secure environment.

## **What does the setting need to do to improve?**

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

- strengthen the procedures for sharing information about children's learning with other early years settings they attend
- build on the promotion of children's independence skills even further.

## Setting details

<b>Unique reference number</b>	EY545767
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10129997
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Hewitt, Rebecca Louise
<b>Registered person unique reference number</b>	RP905472
<b>Telephone number</b>	07799 472578
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kangaroo Kids Pre-School registered in 2017. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 9am until 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Andrew Clark

### Inspection activities

- The managers showed the inspector around the pre-school. They explained to the inspector how they provide a broad curriculum for children and plan for their learning.
- The inspector completed a joint observation with the managers. He evaluated the quality of teaching and learning with the managers.
- Parents spoke to the inspector and shared their views on the pre-school.
- The inspector spoke to children and staff. He viewed relevant documentation, including evidence of the suitability of adults working with children.
- The inspector held a meeting with the managers.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019