

# Inspection of Kidspiration Childcare And Education Limited

St. Makarios Church Hall, Lawns Lane, Farnley, Leeds, Yorkshire LS12 5EZ

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Inspection date: 5 May 2022

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

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

### **The provision is outstanding**

Children arrive at this warm, welcoming and inviting setting extremely happy and eager to begin their day. They are excited to join in with the wide range of stimulating experiences on offer. Children confidently choose what they would like to play with and are immediately engrossed in what they are doing. At circle time, children come together and are keen to join in with a singing activity. Children take it in turns to choose a prop from a bag to represent a song. Children are highly engaged and join in with the words and actions of familiar songs. Staff are incredibly enthusiastic and energetic which helps to maintain children's focus and supports the development of their listening and attention skills.

Children form exceptionally strong bonds with the adults who care for them. The key person system is highly effective and helps children to feel safe and secure in the setting. All staff know the children they care for incredibly well and meet their physical and emotional needs successfully. Staff adapt routines and activities so that all children are included.

Children are very well behaved and extremely polite. They are aware of the routines of the setting and know what is expected of them. For example, children help to tidy away the resources they have been playing with as soon as they hear the tidy-up song playing. This gives children a sense of responsibility as they learn to take care of resources and develop their independence.

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

- Leaders, managers and staff know the children and families who access the setting extremely well. They find out a wealth of information about children and their lives through robust settling-in procedures. For instance, staff visit children at home to get to know them in their own environment. This helps to build strong, trusting relationships between staff, children and parents from the beginning.
- Leaders, managers and staff share a clear ethos and vision for the setting. The curriculum is ambitious and well sequenced so that children extend on what they already know and develop new skills. There is a strong focus on teaching children the core skills they will need for the future. Staff continually provide high-quality experiences to help children to develop their confidence, independence and social and communication skills.
- Staff are highly skilled at supporting children's communication and language development. Staff speak warmly and clearly to children. Children are beginning to think critically and are confident to ask questions. Children's vocabulary is expanded as staff introduced them to new words, such as tadpole and frog. Staff consistently repeat the words they use for reinforcement. Staff are

competent in sign language, which they use effectively as additional communication for children.

- Books and stories are expertly used throughout the setting to support children's communication, language and literacy development. Children listen intently as staff read stories and enjoy looking at a range of fiction and non-fiction books. For example, children use recipe books in the home corner as they pretend to cook dinner.
- Staff ensure that all children are active outdoors every day, benefitting from ample amounts of fresh air and exercise. They have carefully considered what skills they want children to acquire and provide suitably challenging opportunities for all ages and stages of development. The outdoor area provides excellent opportunities for children to negotiate space, climb and investigate.
- Children with special educational needs and/or disabilities (SEND) receive excellent levels of support to help them to meet their full potential. This means that children with SEND are extremely well included, feel safe and make significant progress in their learning and development. For example, staff skilfully engage children in activities that build on their interests and follow their individual learning styles.
- Partnerships with parents are incredibly strong. Staff listen to parents and value their input. They give them constant support and ideas on how to complement their children's learning at home. For example, parents receive personalised feedback at the end of each session about their children's day. They are sent detailed observations and photographs showing the excellent progress that children are making.
- Leaders and managers are committed and passionate about providing children and their families with the highest quality of care and education. There is a strong emphasis on enhancing staff's skills and knowledge, to support children to achieve the best possible outcomes. For example, staff receive tailored mentoring and targeted support to address any weaker aspects in practice. Staff say they are very well supported, they enjoy working at the setting and their well-being is a high priority.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff demonstrate great awareness of the signs and symptoms of abuse. They are extremely knowledgeable about wider safeguarding issues, such as female genital mutilation and radicalisation. Staff have a secure understanding of the setting's procedures to follow should they have any concerns about a child's safety or welfare. Robust recruitment procedures and regular checks of ongoing suitability ensure that all staff are suitable to work with children. A culture of embedded risk assessments ensures children play in a safe and secure environment.

## Setting details

<b>Unique reference number</b>	2571077
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10225997
<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 at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Kidspiration Childcare & Education Limited
<b>Registered person unique reference number</b>	RP533254
<b>Telephone number</b>	01132637397
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kidspiration Childcare and Education registered in 2019. The setting employs seven members of childcare staff. Of these, one holds early years professional status, one holds an appropriate level 4 qualification, three hold appropriate early years qualifications at level 3 and two at level 2. The setting opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 11:55am until 2:55pm. The setting provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Clare Cotton

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The provider and the inspector completed a learning walk and discussed how the setting delivers their curriculum.
- The inspector and the provider completed a joint observation of an activity.
- The inspector spoke to a number of parents during the inspection to take account of their views.
- The inspector held a meeting with the provider and manager and sampled documentation, including suitability checks of staff and first-aid certificates.

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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