

Kidspiration Childcare & Education Limited

The Annex, Cobden Primary School, Cobden Road, Leeds, LS12 5LA

Inspection date	20/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make rapid progress in their learning and development, due to the staff's exemplary knowledge of child development. They play alongside children and engage them in challenging activities which ignite their imagination and curiosity. As a result, teaching is inspirational.
- The strong skills of the key persons enable all children to form exceedingly secure attachments. Home visits are carried out and a flexible settling-in period is in place. As a result, children are happy and confident and their emotional well-being is effectively supported.
- Astute systems are in place to accurately observe, assess and plan for children's individual needs and next stage of development. Consequently, tracking systems are sharply focused and timely interventions are implemented if required.
- Partnerships with parents, school and outside agencies are at the heart of the setting's aims. Highly effective processes are in place to share information and work closely with the other professionals. Regular visits from the teachers and involvement in school activities support children to be exceptionally prepared for school.
- Leadership and management are outstanding. The staff constantly work together to ensure a robust approach is taken towards safeguarding and have all completed safeguarding training. A clear and detailed policy underpins this excellent practice.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector talked to children and staff, and also held discussions with the manager during the inspection.
- The inspector undertook a joint observation with the manager in the outdoor area.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's assessment records, tracking and individual planning documents.
- The inspector checked evidence of staff suitability and qualifications, safeguarding policies and procedures and a range of other supporting documentation.

Inspector

Amanda Forrest

Full report

Information about the setting

Kidspiration Childcare and Education Limited was registered in 2013 and is on the Early Years Register. It is situated in the annex of Cobden Primary School in Farnley, Leeds. The setting operates from a single playroom for funded two-year-old children. There is an enclosed area available for outdoor play. The setting is open from 8.30am to 11.30am and 12.15pm to 3.15pm, during term time only. There are currently 37 children on roll in the early years age range. The setting employs five members of childcare staff. Of these, one holds an early years qualification at level 4 and two have Early Years Professional status.

What the setting needs to do to improve further

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

- enhance the already highly competent process of monitoring the effectiveness of staff and the high quality of teaching by, for example, introducing peer observations.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All the staff have high expectations of themselves and the children. They all have an outstanding knowledge of the Early Years Foundation Stage and how children learn. As a result, children make rapid progress in their learning and development. Astute systems are in place to assess each child, and children are exceptionally well supported in their learning. Observation, planning and assessment procedures are extremely well embedded, and even children who attend for a short time are making significant progress from their starting points. Information gathered from ongoing observations is used effectively to plan activities based on children's interest and ideas, such as activities about mini-beasts, the weather and holidays. Very effective learning journey records, which are completed via a computer system, give an accurate overview of children's progress over time. Photographs and artwork clearly show children's enjoyment and achievements during their time in the setting. Planning information boards are displayed and parents are encouraged to share children's achievements from home, both verbally and through the online computer system. Monthly consultations with parents provide excellent opportunities for them to discuss their child's progress with their key person. Staff provide skilful guidance and support in a sensitive manner to enhance children's learning at home, such as advice with toilet training, communication and language skills. Consequently, this has a very positive impact on the progress children make.

The quality of teaching is consistently of a very high quality. All staff are actively involved in children's play and they skilfully extend children's learning by asking open-ended questions and support them in making new discoveries. For example, children explore the

properties of soil, water and mouldable sand, as they fill and empty containers and make comparisons, such as 'full' and 'empty', 'big' and 'small'. Staff extend children's use and understanding of mathematical concepts extremely well. Children confidently use number, shape, counting, sorting and matching during planned and spontaneous play. Children's investigation and exploration skills are effectively developed. Children access 'treasure baskets' and a vast range of natural resources to support their self-chosen play experiences. For example, children fill baskets with feathers, shells, ribbons and wooden objects, as they happily talk about going to the shops and what they will buy. Another group of children build with construction bricks and use the feathers and shells to decorate their buildings. As a result, their imagination and creativity are effectively promoted.

Children's understanding of technology is fostered very well. They use toys with buttons and knobs to twist, turn and push, and have access to a tablet that they use for taking photos, which they then excitedly share with the inspector. Children are confident to speak to visitors and show them what they are doing. This shows they are safe, secure and have excellent self-esteem. Interaction with children and the acquisition of language are of a consistently high standard. Staff take time to listen to children and value their conversations. Children's literacy skills are extremely well supported, as books are freely accessible and appropriate for their age. They can choose from a selection of fact and fiction books, and children seek out a familiar adult to support them when reading. For example, a staff member enthusiastically tells a story about a bear hunt, and the children are mesmerised by her voices, body gestures and the resources that she uses to enhance the story. The children join in with the actions at appropriate times and thoroughly enjoy the session.

Children's use of imagination during their play outdoors and their developing physical skills are very good. Staff play alongside children and engage them in challenging activities which ignite their imagination and curiosity. For example, children pretend to be going to the seaside and use the equipment outside to build a bus with individual seats. They nominate a driver, passengers and someone to sell the ice creams. Staff instinctively challenge and extend children's thinking, asking them to make suggestions of how they might travel and how can they improve their bus, what they might take in their luggage and suggest seaside destinations. As a result, teaching is exceptionally well focused on children's interests. Children make excellent progress in their physical development. They have great fun pedalling their bikes and completing an obstacle course they have made from logs and crates. They also develop their confidence climbing and practise ball skills. For example, children devise a game of football and link it to the World Cup, discussing the countries that they wish to represent. Children learn about the wider world in which they live, through regular discussions about the weather, the environment, festivals and faiths, and visits to the local school. As well as complementing the activities provided in the setting, this gives children the opportunity of be part of a larger group and develops an awareness of their own community. Children have many opportunities to make marks, both indoors and outdoors, using chunky chinks and paintbrushes outside and smaller pens, pencils and crayons indoors. Consequently, early handwriting skills are being developed exceptionally well. Staff talk about letters and colours as children make marks, praising them for their achievements and motivating them to 'have a go'. All children have access to a wide range of media to promote their skills in expressive arts and design. They independently access sticking and collage activities, becoming engrossed in their work.

Staff display children's finished artwork, ensuring that value is placed on every child's achievements. Overall, children are gaining the skills needed to support their future learning exceptionally well.

The contribution of the early years provision to the well-being of children

Children thrive in this nurturing and stimulating environment because they are treated equally, listened to and respected. The strong skills of the key persons enable all children to form exceedingly secure attachments. All children are offered a home visit from the manager and their child's key person before they start at the setting. This gives the staff opportunities to collect information about children's specific dietary needs, allergies and medical needs and to establish partnerships with parents. As a result, children are happy, confident and have a strong sense of belonging when they enter the setting. For example, children make choices for themselves either to access the vast selection of activities inside or to play outside. Children's sense of belonging is reinforced as they chatter happily about their families and holidays, because staff take time to listen and ensure that they know each family very well.

The setting offers a stimulating environment with a wealth of resources, which are attractively displayed to encourage children to select for themselves to support their learning. For example, staff assess the effectiveness of resources frequently throughout the day to provide excellent interest and stimulation for all children. Physical development is promoted through daily access to an exciting outdoor area, where children can run, balance, explore, investigate and use wheeled toys to manoeuvre around obstacles. Children enjoy a wide selection of snacks, which include lots of fresh fruit and vegetables. Individual dietary requirements are well known by all staff and closely observed. Snack times are a very social and relaxed occasion when staff sit and talk with the children. Children's independence skills are fully supported, as they are encouraged to prepare the table, serve themselves and tidy up afterwards. For example, children independently access cloths, dustpans and brushes and help the staff to clean up. Children have good hygiene routines and wash their hands at appropriate times throughout the day. All areas of the setting are very clean and well maintained to help prevent the spread of germs.

Children's behaviour is exemplary because staff are excellent role models. Staff provide clear boundaries and quickly notice children who need support, taking time to talk to them and teach them about the expected behaviour in the setting. Children receive praise and encouragement from staff and this helps to boost their confidence and self-esteem. Children are supported to respect the environment and develop an awareness of responsibilities within the setting as they help with routines, such as tidying away toys and sweeping sand off the floor. Children are learning the importance of keeping themselves safe from harm because staff explain the dangers and remind them not to run inside. Transition arrangements to support children emotionally in the move to the next stage of their learning are very well supported through excellent links with local schools.

The effectiveness of the leadership and management of the early years provision

Leadership and management are outstanding. The staff team constantly work together to deliver an excellent focus on promoting quality in all aspects of the provision. Children's safety is given extremely high priority. A robust approach is taken towards safeguarding by the team and they are all effectively skilled in recognising any child who may be at risk of harm and know the appropriate action to take. The manager sets the tone by undertaking regular safeguarding audits to ensure that everyone is confident in their role and to ensure that the setting is safe for children. Completion of training with regard to child protection by the whole team ensures that they are fully up to date with current practices. A clear and detailed safeguarding policy underpins this excellent practice, and the manager ensures that this is fully understood by each member of the team. For example, they discuss the use of mobile phones and cameras and how these are stored away from children. A rigorous system to complete daily risk assessments is in place to ensure risks are minimised. These are completed for the indoor and outdoor environment and to ensure that all the equipment and resources are safe for use. Completion of regular fire drills and paediatric first-aid training means children's well-being is paramount and informs the constant review of risk assessment in the setting. Visitors' identification is checked, ensuring no unauthorised person enters the setting, and external fences and gates are checked to ensure no child can leave unaccompanied. Recruitment and induction procedures are rigorously implemented to ensure staff are suitable to work with children, have appropriate childcare qualifications and that they have high expectations of themselves and children.

Partnerships with parents, the local school and outside agencies are at the heart of the setting's aims. Parents are appreciative of the support they receive and what the setting achieves for their children. Parents spoken to during the inspection commented on how pleased they are with their child's development and that their children 'love coming to play'. They also said that they are confident to approach staff if they have any concerns about the provision. Highly effective processes are in place to share information and work closely with the other professionals. As a result, timely interventions and support for children can be quickly implemented. Links with the local school are excellent. Teachers visit on a regular basis and children are invited into the school to take part in age-appropriate activities, such as a visit from an animal charity, regarding caring for pets. As a result, children are exceptionally prepared for the eventual move to school.

There is a constant pursuit of excellence by the manager, and as a result, the staff team are highly motivated and provide a vibrant approach to high quality teaching and learning. Some children access the setting for a short period of time, and some only access the setting for eight weeks before they start school, due to the nature of the two-year-old funding offer. The manager has implemented astute systems to observe and provide exciting, child-focused activities, which help children to make excellent progress in their development and learning. Observations and assessments of children are precise and shared with parents. This, alongside a 'tracker' system, enables the staff to effectively monitor the development of each child and ensure that they are making exceptional progress. The key-worker system is well established and works extremely well. The robust self-evaluation and monitoring processes are well established. They highlight the strong emphasis on maintaining high levels of safety and achievement for all children. The setting has a clearly identified and targeted plan for continuous improvement, showing evidence of parents' and children's views. As a result, the manager has a clear overview of all

opinions and is proactive in providing high quality teaching and care. Quality supervision is in place and staff are regularly observed by the manager to ensure the effectiveness of staff and high quality teaching. As a result of regular observations, strengths and weaknesses of practice can be identified quickly and supported where necessary. There is scope to introduce additional supervision techniques, such as peer observations, to enhance this process even further. Appraisals are in place and support the manager to identify areas of training and support for individual staff's already excellent knowledge and the impact this will have for the children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY471923
Local authority	Leeds
Inspection number	949280
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	37
Name of provider	Kidspiration Childcare & Education Limited
Date of previous inspection	not applicable
Telephone number	0113 263 7397

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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