

Inspection of Kangaroo Kids Pre-School

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

Inspection date: 15 September 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe and secure. They explore freely with the support of staff. Children arrive happy as parents wave them goodbye. The nursery is inviting and promotes children to learn. They enjoy classrooms with home corners, sensory spaces and play dough activities. Children play alongside with each other well. They seek staff out to share play experiences as they role play and use their imaginations. Children become confident learners as they explore their environment.

Children make good progress in their development. The curriculum supports children to progress in their learning. There is a heightened focus on supporting all children with their social skills, physical development and language development. Children thrive as they learn to regulate their emotions and be emotionally secure.

Children have a good sense of self. They learn to communicate their needs. Flexibility is offered to children as they enjoy moving around the nursery, both inside and out. Staff know children well. Key-worker bonds ensure children receive the care and education specific to their individual needs. The staff ensure children and their families receive the extra support they need to thrive.

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

- Children are eager to learn. They build with blocks and play with animals within their outdoor area. Children navigate space and use large muscles to move around. They share thoughts in play as they use bikes and run pretending to be aeroplanes and tractors. Children learn to be active. They become confident to try and contribute their own ideas. Children are resilient and curious learners, which supports their future learning.
- Teaching meets children's needs. Activities provide opportunities to practise and develop their skills. Children draw on paper on the floor. They are encouraged to move and use their bodies to make marks with pens, chalks, pencils and crayons. Children are developing good early mark-making skills.
- The curriculum offers new opportunities to children. They access a range of activities to support their learning. Children make progress, however, the aims of the curriculum are not always clear and ambitious for children.
- Children communicate well. They express their preferences at snack time. Children choose if they want milk or water and staff support them to pour their own drinks. Children help each other at snack time by serving plates and cups to their friends. Children cut their apple or banana and request support when needed. They display good language skills to communicate their wants and needs. Children are good communicators.
- Children respond well to boundaries. They are reminded to share toy cars in the construction area. Staff are effective in supporting behaviour. They clearly

communicate expected behaviour and role model how to be kind. Staff reassure children and offer distraction from becoming upset. Children learn how to manage their feelings and behave well.

- Children learn how to be healthy and grow fruits and vegetables. They enjoy chop and chat sessions, where children discuss what they are making. Children prepare and eat the foods they grow and share them with parents. Children try new foods and learn about how they are grown, giving a better understanding of growth cycles and the natural world.
- Parent partnerships are strong. Parents are supported with funding, healthy lifestyles and supporting their children with early years education. Progress is shared each term and parents are happy with the care received. Parents praise the staff for their support. Staff communicate well with parents to support children's progress between the setting and home.
- Staff are nurturing. Children giggle at mealtimes and during free play. They seek staff out to offer cuddles. Staff show genuine care and interest as children look at stories, sing songs and build with blocks. Children thrive from a sense of belonging as they feel safe and secure.
- Leadership is good. They support staff with regular supervisions and support. Training is targeted, for example recent training on 'movement play' has improved teaching to best meet the needs of children. Staff are valued and supported.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- enhance curriculum aims to make clearer and measurable targets of development for all children.

Setting details

Unique reference number	EY545767
Local authority	Leeds
Inspection number	10399551
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	23
Number of children on roll	23
Name of registered person	Hewitt, Rebecca Louise
Registered person unique reference number	RP905472
Telephone number	07799 472578
Date of previous inspection	5 December 2019

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

Jade Charlton

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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