

# Kidz Academy

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY104074
<b>Inspection date</b>	06 December 2007
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<b>Registered person</b>	Kidz Academy Day Nursery Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kidz Academy was opened in June 2001. The nursery is situated in previous shop premises based on the ground floor. The accommodation consists of a self-contained baby unit with kitchen and nappy changing facilities, three rooms which are split into five individual rooms. There is also a self-contained pre-school unit, which has disabled facilities. The nursery serves a multi-cultural community in Birmingham.

The nursery is registered for 100 children and there are currently 93 children on roll from nought to five years. Of these, 32 children receive funding for early education. Children attend a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery opens five days a week except for bank holidays. Sessions are from 07:30 to 18:00.

There are 23 nursery nurses, three team leaders, one senior team leader and two managers. Over half the staff have an early years qualification and others are working towards a recognised qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's understanding and awareness of good health and hygiene is well promoted as staff take positive steps to explain the importance of hand washing. For example, they sing the hand washing song which reinforces children's understanding about why they need to wash their hands before food. Children are protected from infection through good hygiene routines which are practised throughout the nursery. For example, coloured cloths are only used for cleaning certain areas within the nursery and staff also wear protective clothing when changing children.

Documentation relating to children's medical needs is well maintained which ensures children receive appropriate and consistent levels of care. Staff are pro-active in attending training relating to children's individual needs, including epi-pen training. This ensures that they have the relevant skills and knowledge to meet children's needs effectively.

Children in receipt of nursery education have good opportunities to develop their large muscle skills. They have good access to a range of toys for throwing, catching and peddling when using the outdoor play area. They also develop their skills in climbing and balancing as they access the large apparatus.

Children enjoy a healthy diet which consists of a wide range of meals, snacks and drinks. They benefit from nutritious meals cooked with fresh produce and are offered alternatives which meets their individual dietary requirements. Menus are rotated and displayed to ensure parents are kept informed of their children's food intake. Children are able to freely access snacks which are stored individual containers to promote their health. They remain well-hydrated as they independently access water from a jug.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are well-cared for in premises which are safe and secure. Effective security systems are in place to promote children's safety at all times. For example, visitors are requested to sign in and out of the building, and the main door leading to the play rooms is also key coded which ensures that unauthorised persons do not have access to the children. All staff wear ID badges which are colour coded to inform parents whether staff have been through appropriate vetting procedures or are in the process. The fire drill is practised on a regular basis to reinforce children's understanding of what to do in the event of an emergency.

Children use a broad range of good quality toys, furniture and equipment; which is stored at child-height level to promote independence and choice. The outdoor area also has a good range of equipment such as cars, slides and swings to ensure children make good progress in their physical development. Procedures are in place to clean and check toys on a daily basis, however, some toys were damaged and worn away in some play rooms which potentially impacts on children's safety.

A detailed child protection policy is in place and staff understand their role in protecting children from harm. They are familiar with signs and symptoms of children at risk and are aware of their responsibility to report their concerns. However, their understanding where an allegation of abuse is made against a member of staff is limited. Consequently, staff and parents are not thoroughly informed of child protection issues.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy throughout their time at the setting. Staff take time to develop warm, caring relationships with the children in their care. They have a detailed knowledge of children's skills and needs which is gained by completing entry profiles on all the children. Toddlers and babies participate in well-planned activities based on the 'Birth to three matters' framework. They enjoy the sensory stimulation from activities such as corn flour, paint and water play. They also develop their imagination as they play in the role play kitchen and dance to music.

The quality of teaching and learning is good. Staff have a good level of knowledge of the Foundation Stage and a clear understanding of how children learn. They complete individual profiles on children to find out their starting points for learning. Planning is detailed and covers all six areas of learning. This contributes to children being enthusiastic and making good progress towards the early learning goals. Assessments are completed using the Foundation Stage profile as staff indicate when a child has reached each stepping stone. These assessments are supported by observations carried out during activities, on how well individual children have performed. Children's behaviour is effectively managed by staff who are sensitive to children's needs and support them in a calm manner.

Children are confident and show positive attitudes towards learning, they show good levels of concentration as they try new experiences such as finding beads and marbles in the rice pudding. They enjoy sharing their news with staff and other children at circle time, which promotes their self-esteem. They wait patiently for their turns and listen attentively to other children. Children are forming good relationships with each other as they work together. They repair the toy car by sharing and passing tools to each other.

Children's language and communication skills are well-promoted through activities and careful explanations. For example, staff explain what activities are out and how they can be used, which extends children's learning. They learn new vocabulary such as the author and illustrator when reading stories with staff. Children have opportunities to recognise their names through the signing in system. More able children are able to write some letters from their name and also recognise others letters in their environment.

Children are making good progress in their mathematical development. They see numbers in their environment and can confidently count up to ten and beyond. More able children are beginning to solve simple problems which involve addition and subtraction. Children learn to sequence as they match, copy and re-create patterns using different coloured shapes.

Children are learning about the wider world through discussions and celebration of cultural festivals. They learn about the natural world through activities. For example, they sort out which creatures live in the water and on land. They correctly name the crab and confidently state that it lives in the sand. Children have limited opportunities to learn about technology due to lack of programmable toys; the computer is also not working at present.

Children's small muscle skills are developing through regular use of equipment such as beads, marbles and construction toys. They are able to express themselves freely and creatively through a good range of media and activities, such as paint, collage, sand, model making, music and movement. They enjoy constructing models with a range of waste materials such as boxes, tubes and string.

## **Helping children make a positive contribution**

The provision is good.

Children are welcomed into the nursery and cared for by staff who are well experienced. They learn about the wider world through discussions and as they play with a good range of toys and resources which reflect diversity. There is good support for children who have English as a second language to continue to develop their skills. For example, signs are displayed in dual-languages around the setting and staff are able to speak the community languages. Children with learning difficulties and/or disabilities are well supported in the setting which enables them to take part in all activities. Children's spiritual, moral, social and cultural development is fostered.

Parents of younger children are provided with daily written information about their children's day. Staff work closely with parents to ensure home routines are followed, which enables children to settle in the nursery. A complaints log is in place and parents are kept informed of the regulator should they want to raise a complaint about the service they receive. Weekly progress sheets are in place for all children which keeps parents well-informed about their children's progress.

The partnership with parents and carers is good. Regular opportunities are provided to discuss their children's progress with staff on a formal and informal basis. Parents evenings are also held to discuss children's development in the six areas of learning. Staff also collect samples of children's work to show their achievements. Parents have access to the planning, however, written information provided in relation to the six areas is limited. Therefore, parents are not fully involved in children's learning. Regular opportunities are in place for home learning which include taking the community bear home and parents contributing waste materials for creative activities.

## **Organisation**

The organisation is satisfactory.

Children are protected because all staff are appropriately qualified and there are good procedures for recruitment and vetting which ensures that staff are suitable to work with children. Staff also develop caring relationships with children. For example, an effective key worker system ensures that all children's needs are clearly met. Staff deployment is also good and there are effective contingency arrangements to ensure the nursery is adequately staffed. For example, there are two managers who are supernumerary.

Staff regularly attend a range of training opportunities of which some are in house, therefore, children benefit from practices which are in-line with current ideas and legislation. Team and room meetings are also held frequently to ensure effective communication and consistency in the care for all children. Appraisals are also in place to identify areas for development to further improve staff's knowledge and understanding of the needs of the children. All the required documentation is maintained and stored securely to maintain confidentiality. However, some policies have not been updated to reflect current legislation.

The leadership and management for nursery education is good. Staff are well-managed and there are good systems in place to provide direction and support. For example, regular room and staff meetings take place and, there are effective systems for staff appraisals where their strengths and areas of improvement are identified. The curriculum and children's progress is

monitored through effective systems, such as reviewing the self evaluation schedule on a regular basis in order to improve the quality of care.

Overall children's needs are met.

### **Improvements since the last inspection**

At the last care and nursery education inspection the provider was asked to: ensure that all feeding bottles brought in by parents are stored appropriately and to ensure that there is sufficient space and easy accessibility to toys and equipment. Young children's health is promoted due to good procedures for storing feeds, such as placing bottles in individual plastic bags. Children also have sufficient space due to the re-organisation of toys and equipment to utilise maximum free space.

### **Complaints since the last inspection**

Since the last inspection a complaint has been made to Ofsted that required the provider to take action to meet the National Standards. Concerns were raised regarding behaviour management and the complaints procedure. These concerns relate to National Standard 11: Behaviour and National Standard 12: Working in partnership with parents and carers.

In order to investigate these concerns, a Childcare Inspector visited the provider unannounced. During the visit the inspector interviewed the provider, made observations and reviewed policies and procedures. As a result of the enquiries made and evidence gathered, a Childcare Inspector Team Manager is satisfied appropriate policies and procedures are in place and that the National Standards are being met with regard to National Standard 11 however an action was set under National Standard 12, to ensure that appropriate and prompt action is taken on any concerns raised and a record of all complaints is maintained.

The Provider is required to have addressed this action within a set timeframe and Ofsted will monitor the Provider's response. Ofsted can confirm that the Provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve procedures of checking toys and equipment to ensure they are safe for children to access
- improve staff's understanding of child protection procedures where an allegation is made against staff.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve opportunities for children to use and develop skills in information and communication technology
- improve information given to parents relating to the Curriculum guidance for the foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)