

# The Academy Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY341607
<b>Inspection date</b>	04 December 2007
<b>Inspector</b>	Jane Elizabeth O'Callaghan
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<b>Registered person</b>	First Class Child Care Ltd
<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?

The Academy Nursery is in a group of nurseries owned by First Class Child Care Limited. It opened in 2007 and operates from a two storey building. It is situated on the outskirts of Harrogate North Yorkshire. A maximum 80 children may attend the nursery at any one time. The nursery is open 51 weeks of the year from, Monday to Friday from 07.30 to 18.30. The nursery has an enclosed outdoor play area.

There are currently 122 children aged from 3 months to five years old on roll. Of these 31 children receive funding for early education. Children come from a wide catchment area. The nursery cares for children with learning disabilities and difficulties and also supports a number of children who speak English as an additional language.

The nursery employs 24 members of staff all of which hold relevant childcare qualifications. The nursery also employs support staff for cooking, cleaning and domestic duties.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children develop a very good understanding of healthy practices through topics and activities, for example, healthy eating. They wash their hands independently after messy play, after using the toilet and before all meals and snacks. Through discussion and by helping to wipe the tables prior to being used, children begin to understand the need to practice good routines of personal hygiene.

Children enjoy exercise and develop a positive approach to this through regular opportunities for dancing and singing and some outdoor activities. Children test and develop physical skills and control of movement through their access to a suitable range of experiences and activities. Staff have good knowledge of child development, to enable all children to be eager to try out new skills and seek support when needed. Children competently use a good range of small equipment, which includes scissors, glue spreaders and utensils.

Children are able to access water, fresh fruit and other healthy options throughout the day. Children of all ages can have a drink from their own personalised cup throughout the day. For example, babies are given drinks and older ones have their own cups with names and pictures on which they can reach independently. Main meals are varied and nutritious, they comply with children's individual dietary requirements. Sleeping and feeding routines for younger children are monitored and recorded appropriately and discussed with parents. All children have their own individual bedding and younger ones sleep in cots, whilst older ones have mattresses in a separate quiet area in their room. All bedding, cots and mattresses are cleaned regularly, therefore preventing cross infection.

Staff have a good awareness of the 'Birth to three matters' framework, and have attended training. Their knowledge and understanding in this area is evident through the care of children in this age range. For example, babies' food is prepared according to their needs, some is pureed and individual sleeping needs met. All children, regardless of their age, are given the same healthy foods.

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

The provision is good.

Children are cared for in a clean, very well-maintained environment which is effectively organised to enable them to move around freely and safely. They access available resources independently from clearly marked boxes at their height, and all toys and equipment are maintained in very good condition. Toys and equipment are checked daily for cleanliness and safety.

Children benefit from a good range of safety measures in most areas. The main door has a buzzer entry system, there is an intercom system linking all rooms and fire extinguishers are in place. Risk assessments are carried out and recorded. However, some areas need to be risk assessed daily to ensure a safer environment for children. Fire drills are practised and recorded, each room has a evacuation plan displayed and the older children are fully aware of the need for these. Children develop a good awareness of safety through practising emergency evacuations regularly and discussing the reasons for these with staff. They have a sound understanding about safety in the setting, which is developed through good staff explanations.

Children are well-protected by staff who have good knowledge and understanding of child protection. This is maintained and updated through intense training, both in-house and external. The nursery has in-depth written policies and procedures, which staff read and are fully aware of the steps to take if they have any concerns. This promotes the importance of children's welfare.

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

The provision is good.

Children are settled and enjoy coming to the nursery. The staff are keen and interested in the children. They are extending their knowledge and skills for the children under three-years-old and developing their programme of activities. All staff have attended the 'Birth to three matters' framework training. This is evident in the planning for the younger children and the enjoyable activities provided. The younger children are developing a good sense of self and belonging. Staff in the pre-school have a sound understanding of the Foundation Stage curriculum to provide the children with good learning opportunities.

Staff provide continuity of care for the children under three-years-old, which ensures their routines and needs are well met. Very good relationships are established that enhance children's independence and promote their development of well-being appropriately. Children continually talk to staff, they are very sociable to both adults and other children.

Younger children are given extensive opportunities through play to develop in all areas of learning. For example, children independently choose to play with water, sand, treasure and holistic baskets, construction and role play. The nursery have an outdoor area where children occasionally access a climbing frame, bicycles and balls. This ensures children develop in areas of learning in connection with 'Birth to three matters' planning.

### **Nursery Education**

The quality of the teaching and learning is good. The children are keen to learn and participate in the good range of activities offered, which are well-organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together, follow routines safely and accept responsibility for their actions. The children have good levels of concentration and imagination; they offer and extend their own ideas through their play. For example, children are involved in the Christmas concert. This ensures that the children develop their knowledge and understanding of the wider world. There are displays of the children's work which shows a variety of resources used, such as collage and letters. The staff also have a very good selection of photographs showing children taking part in celebrating other festivals, doing creative activities and going out on trips.

Children communicate well, both with each other and staff, who encourage the children to share their experiences in what they know and to encourage questioning if a child is uncertain. This supports their thinking skills to develop their independence. Children are very well behaved, they share and take turns and they play harmoniously and build good friendships. The children independently select and carry out activities and are cooperative at tidy up time. They form good relationships with adults and peers and show care and concern for others. For example, when getting ready for the concert children help each other to get ready.

Children have good opportunities to recognise letters in their names. There are good opportunities for children to practise their writing skills. For example, children write their names on paintings and also in the role corner when it is a office or hairdressers making appointments. Children are developing their confidence and use of numbers and counting to five and beyond in their daily activities. For example, children count who is present from the registration board and when setting the table for dinner. They are also learning to calculate through the singing time and when performing the Christmas concert. They are developing and enhancing their mathematical and fine motor skills by the use of good and varied equipment. For example scissors, weighing scales, ruler, calculator, computer and rolling pins.

Children have limited opportunities for outdoor activities and accessing some toys and equipment. For example, bicycles, hoola hoops, scooters and some balancing activities. The children also have the opportunity to do music and movement in planned activities and can also access independently a good choice of musical instruments.

Assessment of the children's learning and progress is managed by the child's key worker. The level of challenges provided for children are good and they show enthusiasm and interest. These activities enable children to make good progress. Evaluation of activities and ongoing plans show new challenges. The planning shows most stages of development. However, it does not show where the children's next step is and where more support is required.

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

The provision is good.

Children are highly valued as individuals and each child's needs are well met. Children develop a positive attitude to others and foster a good understanding of the wider world and the local community. For example, children celebrate festivals, try cultural foods and have access to a good range of resources and activities which show positive images of culture, ethnicity, gender and disability.

The provision offers good support for children with learning difficulties and disabilities. This is maintained through staff accessing training in this area, working closely with parents and other agencies. Staff ensure that all children are included in the activities within and outside of the provision. This is achieved through good equipment suitable for all children's needs and abilities.

Children behave very well, they are given lots of praise and encouragement and learn to share, take turns and begin to accept the needs of others. They learn to understand right and wrong through the consistent use of boundaries, which are age-appropriate and include explanation and distraction. The staff are good role models and through this the children are aware of how to behave and be kind to other people.

Partnership with parents and carers is good. Children benefit from effective information sharing with parents through newsletters, daily chats, information sheets and detailed notice board at the main entrance. Parents can access all children's profiles and are kept informed of the Early Years Foundation Stage information and changes due to occur, through it being displayed on the notice board and informal meetings. This ensures that the parents are kept well informed of children's needs. The setting fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is good.

The environment is well-organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give them support and encouragement and ratios are met. This helps children to feel secure and confident. Children are kept safe and healthy as staff attend and update training regularly, including first aid, 'Birth to three matters' framework, Foundation Stage and outdoor play. Children are cared for through effective implementation of the in depth policies and the maintaining of most documentation. Attendance of staff and children are kept and recorded daily.

The leadership and management of the nursery education are good. Staff have attended Foundation Stage training and are involved in planning for the curriculum to help children develop. There are regular evaluations of staff performance and also appraisals are used to monitor staff development. The group of nurseries also hold network meetings throughout the year ensuring that they all work together. Assessment records are updated by key workers, who monitor children's achievements and development. These records are detailed and clearly show most areas of learning for each child. Parents are encouraged to read and add to individual assessment records.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the following actions were raised for the nursery to address.

To ensure that the sandpit in the outside play area is protected from contamination. The nursery now empties the sand pit regularly and it has a permanent cover on when not in use. This prevents any contamination and children are free from germs, when playing with the sand pit.

To improve procedures for the use of the children's bedding to prevent the spread of infection and provide a suitable and sufficient range of sleeping equipment to meet the developmental needs of babies and young children from 0 to under 3 years. The nursery has new cots and bedding for the babies and each child has individual bedding which is changed regularly. Older children have their own sleep mats and individual bedding, both of which are cleaned regularly. All children sleep in a specifically designated area of their own room.

To assess the risks to children in relation to the water butt and the stagnant water and take action to minimise these. The nursery has removed the water butt from the outside area. Also to make the laundry facilities inaccessible to the children. The door to the laundry now has a lock on it which is out of reach. All of these improvements ensure children are in a safe and healthy environment.

The nursery was also asked to make the following educational improvements.

To improve the staff's knowledge and understanding of the Foundation Stage curriculum. All staff have attended training in this area, and have improved their knowledge and understanding in this area, through detailed planning and the following of the curriculum.

To improve parents' access to the children's assessment records. All children's assessments are accessible to parents and can be accessed when ever required. This ensures that children's

assessments and records are easily accessed by parents and they are aware of the procedures followed in the educational areas of the nursery.

To extend teaching methods for the children to link sounds to letters. Children have opportunities through linking sounds to letters, through the children at registration time learning to recognise their own names and they are encouraged to write their names on their pictures. This extends children's learning to link sounds to letters.

To develop opportunities for children to express their own creative ideas and imagination through art and design. Children have lots of opportunities to do creative ideas and imagination through doing lots of painting and sticking. For example, children had made snow flakes, Christmas cards and decorations, through good choice of role play and also taking part in a Christmas Concert. This ensures children learn to express their own creative ideas and imagination through art and design.

To extend opportunities for children to increase their independence, for example, during lunch time. Children have opportunities to increase their independence through serving themselves their own desserts, helping to lay the table and also to serve other children at snack time. This extends children's opportunities for independence.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure all children's bags are safely stored

#### **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):

- develop children's access to outdoor activities

- ensure planning shows the children's next step in development

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)