

# Kiddy Academy

Inspection report for early years provision

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<b>Unique reference number</b>	EY372891
<b>Inspection date</b>	06/05/2009
<b>Inspector</b>	Elaine Murray

<b>Setting address</b>	Kiddy Academy, 31-33 Tynwald Hill, LIVERPOOL, L13 7DN
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Kiddy Academy Day Nursery was registered in 2008 and is privately owned and managed. The nursery operates from a large property in the Stoneycroft area of Liverpool. Children are cared for on two floors of the property, the provision on the first floor has no lift access. A maximum of 60 children may attend the setting at any one time. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 44 children attending who are within the Early Years Foundation Stage (EYFS). Children come from a wide catchment area. The nursery provides funded early education for three and four year olds. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery is open each weekday from 07.30 to 17.30 all year round. All children share access to a secure enclosed outdoor play area. The setting employs 14 staff, of whom 12 have an appropriate qualification or are working towards one. The nursery receives support from an early years advisory teacher.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff pay good attention to ensuring that all children are positively included and individual needs are well met. Most required records are effectively maintained. Children's health, well-being and most aspects of their safety are effectively promoted. Managers are committed to continuous improvement and have made significant changes to improve the quality of provision since the last inspection. Self evaluation effectively identifies areas for further improvement, such as developing the use of observations of children's learning.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all children are supported in their progress towards the early learning goals in all areas of learning by using observations more effectively to plan relevant and motivating learning experiences for each child
- ensure that staff consistently follow the procedure for moving children from the upstairs of the building to the outdoor area to ensure that children are supervised at all times.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a written record of complaints and their outcome. (Safeguarding and welfare)

20/05/2009

## **The leadership and management of the early years provision**

Managers have used the areas for improvement identified at the last inspection as the basis for an action plan for change, which has resulted in a significant improvement in the quality of provision. Managers have introduced effective systems of self evaluation, which means that areas for improvement are identified and acted on. Good systems are in place to ensure the effectiveness of the provision is continuously monitored and evaluated by managers and staff. Managers have completed the Ofsted self evaluation form, taking into account the views of staff and parents in their evaluation of the provision. Managers have a clear vision for future improvements and realistic plans in place to achieve these goals. The nursery building has been extensively refurbished and adapted to create a well resourced and welcoming environment in which children's welfare and learning can be developed. Hazards relating to fire safety, health and hygiene have been effectively assessed and positive action taken to remedy weaknesses. As a result, these areas of provision are now well promoted. This has a positive impact on the quality of care for children. Policies and procedures have been updated to ensure that requirements are met. Most work well in practice to ensure that children's welfare is effectively promoted, although staff do not consistently follow the procedure for supervision of children whilst moving from the upstairs of the building to the outdoor area. A complaint procedure has been introduced, but the required complaint record is not in place. Partnerships with parents have been effectively developed. Parents' views are sought and valued, and effective systems of sharing information with parents ensure that children's needs are met. Managers have made excellent progress in developing partnerships with other providers and outside agencies. Links have been established with other nurseries and schools where children attend more than one setting. Managers have worked closely with the early years advisory teacher to establish systems for sharing information between settings in order to meet children's needs more effectively. Close and effective communication is established with parents and outside agencies to support children with additional needs. The promotion of inclusive practice is given a high priority by staff. Positive attitudes are actively promoted and the individual needs of children with learning disabilities or difficulties and children who speak English as an additional language are considered throughout the setting's organisation.

## **The quality and standards of the early years provision**

Children benefit from the stimulating environment provided. The main playrooms are bright, and children's work and photographs of children involved in activities are attractively displayed. Children can access a broad range of resources at their height. This has a beneficial effect on the development of children's independence and learning. Children behave well and have positive relationships with staff and each other. They respond well to staff's positive, warm approach and are happy and settled.

Staff are familiar with the six areas of learning and follow children's interests to plan a range of activities for children which develop some effective learning. For

example, individual children's interests in dinosaurs are built on by having a dinosaur day, where activities are planned around this theme. This approach helps to ensure that children are motivated and enjoy their learning. Children show a good level of independence as they learn to put on their own coats and wellington boots for outdoor play, and babies are well supported to feed themselves at lunch time. Children learn to contribute to the life of the setting as they set the table for lunch and brush up sand from the floor. They show a sense of belonging as they point to the photographs of themselves on laminated place mats.

Staff have a sound awareness of children's capabilities. They make regular observations of children's learning. However, observations are not always effectively used to plan relevant and motivating learning experiences for each child. As a result, activities sometimes lack challenge and children's learning is not developed to the full. Children learn to explore through sensory play as they explore shaving foam and paint. Babies enjoy exploring sand and musical instruments. Staff are sensitive to babies' needs, providing comfort and reassurance when needed. Younger children develop matching and shape recognition skills. Older children learn to count to 10 and beyond as they count each other at register time. Staff question children effectively to encourage them to think. For example, children are asked to think of words to describe what very wet sand feels like. Staff support children to learn new skills. For example, younger children are well supported to develop skills using scissors. Children with learning difficulties and disabilities are positively supported and included and make good progress in their learning as a result. Staff provide an inclusive environment and promote a positive attitude to diversity. For example, awareness of children's diverse family backgrounds is sensitively and positively acknowledged through an activity where children bring in photographs of their family which are discussed and displayed. The home languages of children for whom English is an additional language are valued as staff learn some words of the children's home languages and display dual language signs in the nursery room.

Children's good health is promoted as children are provided with a varied diet, which includes plenty of fresh fruit and vegetables. Children learn about the importance of fresh air and exercise as they make regular use of the outdoor area, where they take part in physical play, digging and water play. Children show a good awareness of safe procedures as they hold on to the banister and walk carefully downstairs. Children learn to take reasonable risks, supported by staff. For example, mobile babies climb into and over the sand table, closely monitored by staff to ensure their safety.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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