

Kids Academy - Holt Park

Inspection report for early years provision

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Inspector

Ann Webb

Setting address

Holtdale Approach, Holt Park, Leeds, West Yorkshire, LS16
7RX

Telephone number

0113 2300990

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

Kids Academy Holt Park opened in 2000 and is run by Kids Academy Ltd. The nursery is situated in the Holt Park area of Leeds and serves the local and surrounding areas. The premises comprise of six playrooms, offices, staff room, utility room, quiet room, store room, kitchen and toilet facilities. There are three fully enclosed outside play areas available for outside play. A maximum of 117 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

There are currently 80 children from five months to seven years on roll. Of these, 30 children receive funding for early education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs a total of 28 full and part time members of staff, which includes three auxiliary staff. Of these, 15 full time members of staff hold an appropriate early years qualification including two staff with an Early Years Foundation Degree and one member of staff holds a Bachelors degree and the Early Years Professional status. The setting receives support from the early years advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership is strong and successfully involves all staff, parents and children as part of the effective evaluation system, resulting in an accurate diagnosis of the settings strengths and weaknesses. Managers and leaders motivate all the staff team and have clear plans for achieving improvements, since the last inspection changes to displayed information and children's development records ensure the success of confidentiality and effective planning for the next steps in children's learning. Relationships with parents, other providers and agencies are well established and effective in ensuring that all children receive individual support and continuity of care, enabling all children to make good progress.

What steps need to be taken to improve provision further?

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

- ensure that resources are in sufficient supply to enable the children to make full use of activities
- further support older children's growing independence at meal times.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are well understood by all the staff and parents and these are consistently implemented and monitored. Designated staff have a good understanding of their roles and responsibilities and share their knowledge and skills with all the staff to ensure that children are protected. Vetting procedures are robust and ensure that the staff working with the children have the appropriate qualifications, skills and experience to do so. Well documented risk assessments and daily safety checks ensure that hazards to children are minimised in both the indoor and outdoor environment. In addition, security of the premises is well monitored ensuring that the staff have an accurate record of when visitors, parents, children and staff are on the premises.

The management place a high value on the professional development of all staff and individual training needs are effectively identified through induction, mentoring and appraisals. This results in a well informed and motivated staff team who understand their roles and responsibilities, and successfully create an environment which supports good learning opportunities for both the staff and the children. Efficient management and planning makes mostly good use of all available resources, using the skills of the staff, the parents, the environment and equipment to support children's well being, learning and development. However, supplies of sand for older children's use is not sufficient to enable the children to make full use of this activity.

Feedback from parents, staff and children is highly valued and analysed to create a clear picture of the views of users and staff. This information is used to inform the settings self evaluation and to prioritise areas for further development, for example, the outdoor play area. Communication with parents, including those with English as an additional language, is highly effective and results in good partnerships. Information for parents is comprehensive, for example, displayed notices, some of which are translated into community languages, parents evenings, photographs of children at play and daily verbal exchanges of information. Parents comment that they are confident about the care and education their children receive and are able to contribute to their children's learning. Partnerships and links with other settings effectively supports children to make a smooth transition into school life.

All children and their families are valued as individuals and equality of opportunity is firmly reinforced through creating an environment which celebrates diversity and challenges discrimination and prejudice.

The quality and standards of the early years provision and outcomes for children

The staff have a good understanding of the Early Years Foundation Stage and are confident to undertake observations of the children's development. These observations give a good account of what the children achieve in all six areas of

learning and children are making good progress. The children's key workers are competent in planning for the next steps in their learning and are able to provide opportunities for the children to reach their full potential. Planning also takes into account information from parents about children's starting points and the individual interests expressed by the children. The staff are proactive in adapting resources and equipment to ensure that all children are able to participate and are not excluded.

The children behave well and listen and respond warmly to the staff's guidance and advice, sitting quietly to listen to a story and paying attention when other children have something to say. They are eager to join in with clearing away tasks and lining up in the outdoor area. They have a good understanding about what is expected of them and their good behaviour is consistently rewarded with praise and encouragement. They show their care and concern for others and during a group circle time talk about caring for their pets.

The children are enjoying their time in the setting, the older children spontaneously select books to browse and share with their friends and listen with pleasure during group story times. The youngest children take pleasure in close one to one contact with staff who are reassuring and comforting in their care. Older children can recognise their names, for example, on individual drinking cups and most can accurately form familiar letters during mark making and labelling their own work. They use number and counting during everyday play and whilst stacking bricks count beyond five. They use a good variety of tools and equipment safely, for example, the youngest children use their hands to explore textures of cornflower and cereals and older children are confident to use scissors and model making equipment. The children are confident and settled in their environment, parting from their parents easily and quickly seeking out friends and favourite activities.

During familiar daily routines the children recognise the importance of personal hygiene and older children understand that they need to wash their hands after visiting the toilet and before they eat. Additionally, they understand about good dental hygiene and brush their teeth after meals. All the staff sit with children at meal times which creates a sociable and relaxed atmosphere. Older children consistently demonstrate their independence and ability with most self help tasks, such as hand washing, putting on their own cloths and choosing toys and resources. However, opportunities to influence portion size and help themselves at lunch time are limited. The children relish their time spent outdoors and use a good range of resources which encourage their physical development. Additionally, they visit the nearby leisure centre for indoor games and the school field for running and enjoying the fresh air.

The children have a good understanding of the diversity of the community in which they live and this is enhanced through the celebration of traditions and festivals and supporting resources which positively reflect race, gender and disability.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

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