

Kidz Academy

Inspection report for early years provision

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Inspector	Adelaide Griffith

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Type of setting	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*.

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Description of the setting

Kidz Academy was opened in June 2001 and operates from purposely-built premises in Bordesley Green, East Birmingham. Children have access to two outdoor play areas. The nursery opens each week day from 7.30am to 6.00pm except for bank holidays and a week at Christmas.

The nursery is registered on the Early Years Register to offer care for children aged under five years. A maximum of 100 children may attend the nursery at any one time. There are currently 98 children aged from six months to under four years on roll, some in part-time places. The setting supports a number of children with special educational needs and disabilities. It also supports a number of children who speak English as an additional language.

There are 22 members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting supports children who receive funding for early education and they receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff address children's individual needs appropriately and their welfare is effectively safeguarded. Staff's demonstrate ample understanding of the Early Years Foundation Stage and this supports children in making adequate progress in their learning and development from their starting points. Generally, the partnership with parents and other agencies contribute positively to children's care and learning. The manager has identified some aspects of the provision that have improved and she has plans for further development to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further staff's knowledge and understanding of the Early Years Foundation Stage in order to plan experiences which are appropriate to each child's stage of development
- develop further staff's knowledge and understanding to undertake sensitive observational assessments and to use the information gained consistently to plan for the next step in children's learning
- develop communication with all parents to provide information about their child's progress consistently
- review the self-evaluation process to identify areas for improvement from several sources including parents.

The effectiveness of leadership and management of the early years provision

The manager and staff are aware of their responsibility to keep children safe and they are well informed about child protection issues. Robust arrangements for recruitment and the vetting of adults ensure that they are suitable to work with children. The induction programme for new staff has been extended to ensure that all staff take a consistent approach to the care and learning of children. Children are competently safeguarded due to a variety of procedures. For example, risk assessments, indoors and outside, ensure that potential hazards to children are minimised. All records required for the smooth running of the setting are available.

The manager and staff regularly review aspects of practice and they focus on adapting activities to ensure that children are appropriately supported. They have implemented some suggestions from the local authority to implement strategies that promote children's speech and language skills appropriately. Although some attempts have been made to monitor parents' attitude and opinion the systems in place are not sufficiently robust to involve parents effectively in the self-evaluation process. The vision for the development is not shared because all staff are not aware of plans for developing the provision further. The manager demonstrates a capacity for making necessary improvements by addressing the recommendations from the last inspection effectively.

The partnership with parents is mainly supportive. A prospectus about the setting is available and basic information about most children's developmental stage is obtained when children start in the setting. Posters relating to the Early Years Foundation Stage are displayed in all rooms to provide information about related activities. Most parents express satisfaction with the level of care given but feedback about children's progress is not provided consistently. Opportunities are provided to take home a community bag that encourages some parents and their child to record their experiences during the weekend. Staff work closely with other professionals to promote children's care and learning and the relationship with other early years providers is growing due to the sharing of relevant information.

The manager and staff demonstrate a precise understanding of promoting equality of opportunities. All children are involved in activities and their individual care needs are met as agreed with parents. Staff are aware of the different stages that children have attained within groups and they implement activities to raise standards accordingly. A wide variety of resources and activities are provided to promote understanding of other cultures and disability. Staff have recently implemented several methods of using flash cards effectively with children who speak English as an additional language. All children have access to a broad range of accessible resources and staff are effectively deployed to support children individually, or in small groups.

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

Children enjoy their time at the nursery where they make steady progress towards the early learning goals. Staff interact consistently with all children and this promotes their language skills appropriately. Staff make links during activities, for example, children choose an item from a sack and then an appropriate nursery rhyme is sung. Whilst stacking soft play blocks young children identify colours correctly, with encouragement. Children freely move around in the child-friendly environment where they develop self-help skills by choosing from a broad range of accessible resources.

At times children play on their own or with their peers without adult intervention and this supports the forming of relationships positively. For instance, they engage in role-play activities, share an information technology session and talk to others at the sand tray. Observational assessments are carried out regularly to note children's preferences and to plan activities. However, the next step in learning is not consistently included nor linked to the early years framework. Group activities are implemented and children's individual needs are generally addressed. Strategies are adapted according to children's developmental stage. For example, methods of communication are used for some children at a higher level and simplified for others. The daily registration session allows children to recognise and write letters of their name with support.

Children are developing skills for the future due to the availability of robotic toys and they children learning about the world around them through outings. Owing to constant interaction with adults children are developing interpersonal skills appropriately. In addition, they access a wide range of programmable toys and information technology equipment. Their problem-solving skills are developing due to play with jigsaw puzzles and through activities, such as, the building of towers. Children are gaining some understanding of keeping safe during play activities indoors and outside they are given appropriate explanations to maintain their personal safety and that of others. Children are well behaved because staff use effective behaviour management strategies and they are praised consistently for effort and as well as achievement. On the whole, children maintain concentration during activities and they are actively involved. They are secure in the setting because staff respond promptly when they are distressed.

Children demonstrate an understanding of promoting personal hygiene by washing hands in relation to activities. They feel secure because staff respond appropriately to their requests and instances of distress. Children are developing an acceptable awareness of healthy lifestyles. On a daily basis all go outside and physical exercise is primarily promoted as children run around and confidently climb large play equipment under close supervision. Additionally, children are served daily with balanced meals and drinks are available at all times. Children demonstrate a good understanding of established rules. For example, they respond correctly to questions and inform staff appropriately of what is expected from them during activities. Experienced staff manage children behaviour sensitively. They are praised consistently for good behaviour, for making an effort during activities and

also for achievements. This means that children's self-esteem is effectively promoted and they share willingly.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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