



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 320555

DfES Number: 535414

INSPECTION DETAILS

Inspection Date 28/04/2004
Inspector Name Abigail Caroline Cunningham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kids Academy - Holt Park
Setting Address Holtdale Approach
Holt Park
Leeds
West Yorkshire
LS16 7RX

REGISTERED PROVIDER DETAILS

Name Kids Academy Ltd 3884409

ORGANISATION DETAILS

Name Kids Academy Ltd
Address Holtdale Approach
Holt Park
Leeds
West Yorkshire
LS16 7RX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kids Academy - Holt Park opened in 2000. The nursery is situated in the Holt Park area of Leeds. The nursery serves the local and surrounding area's. The premises comprises of ten play rooms, offices, staff room, utility room, quiet room, store room, kitchen and toilet facilities. There is a fully enclosed outside play area available for outside play.

There are currently 111 children from five months to seven years on roll. This includes 24 funded three-year-olds and ten funded four-year-olds. The setting currently support's children with special educational needs and three children who speak English as an additional language.

The nursery opens five days a week, 51 weeks a year. Sessions are from 07:30 until 18:00.

There are twenty seven part time/full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three of the staff are currently working towards a recognised early years qualification. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Kids Academy- Holt Park provides satisfactory care for children. Parents and children are warmly welcomed into the setting. The staff recognise the children as individuals and meet their differing needs well. The children are settled, have warm relationships with the staff and are keen to communicate with them. The staff set clear and consistent boundaries, through discussion, praise and encouragement. The children are well behaved.

Parents have strong partnerships and trusting relationships with the staff. They have their differing needs taken into account, such as those linked to culture and

language. Parents are well-informed about the provision and their children's progress.

Staff are aware of the risks to children's health and safety and ensure that the physical environment is safe and secure. The premises are warm, welcoming and clean. Most hygiene procedures are fully established. The settings furniture and equipment does not meet the needs of all the children currently attending.

The activities provided for babies and young children are limited as there are gaps in the provision offered. The older children have access to a broad and balanced curriculum with a very good selection of activities and resources. There is a suitable range of resources which reflect positive images of culture, ethnicity, gender and disability. Children are able to easily access toys and equipment, older children are doing this with confidence.

The setting is organised, the staff team work well together. The staff are aware of what needs to be improved and are committed to developing their practice. All the required documentation is in place, this is organised and up to date.

What has improved since the last inspection?

All actions raised at the last inspection have been completed.

The setting has ensured that acceptable standards of food hygiene are in place when preparing food and the cook now wears a head cover which has improved food hygiene.

The tins of paint which were stored under the stairs have been moved, which has improved fire safety.

At the last inspection the setting increased their registration numbers and updated their operational plan to include how the new ratio of children to staff will be maintained, contingency plans to cover emergencies and the organisation and deployment of staff, which has improved documentation and organisation.

What is being done well?

- The staff work well as a team, are committed to improvement, are fully involved in planning, evaluating and developing practice. Staff have regular access to relevant training, for example, first aid, food hygiene and foundation stage training.
- The staff have created an orderly environment in which to care for the children, each session has been planned for in advance. Staff are effectively deployed. Well organised, established systems are in place for staff, student and parent inductions. The registration system is effective, this clearly shows when staff, visitors and children are present.
- The staff take positive steps to promote safety within the setting to ensure the children are kept safe and free from harm. Risk assessments are undertaken

regularly, smoke alarms are tested and emergency evacuation procedures are practiced and recorded.

- The staff are very friendly and approachable. They have developed good relationships with the parents and they share information regularly and work together to meet the child's needs. The staff give all parents a playgroup prospectus containing a good range of comprehensive policies. Staff give excellent attention to meeting babies individual needs for eating, changing and sleeping and exchanging this information with parents.
- The children are settled and have positive relationships with others. The staff set clear and consistent boundaries, through discussion, praise and encouragement. The children behave well and do what is expected of them.
- Healthy and nutritious snacks and meals are provided, ensuring parental wishes and children's individual needs are catered for.
- Documentation not only meets the requirements set out in the National Standards, but also shows professionalism and good practice.

What needs to be improved?

- the range and balance of resources available for babies and young children
- the furniture and equipment available for babies and young children
- hygiene practices, regarding children's bedding.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
5	Submit an action plan detailing when and how a suitable range of toys and activities, to meet the developmental needs of babies and young children, will be provided.	21/05/2004

7	Ensure good hygiene practices are in place regarding children's bedding.	30/04/2004
5	Submit an action plan detailing when and how sufficient and suitable furniture/equipment to meet the needs of babies and young children (cots or other appropriate furniture are provided for children to rest or sleep, bedding, comfortable chairs for feeding and cat nets to protect babies who sleep outside in prams), will be provided.	21/05/2004

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Kids Academy - Holt Park offers a very good quality provision which helps children make very good progress towards the early learning goals in all six areas of learning.

Teaching is very good, the staff have a secure knowledge of the foundation stage and effectively challenge and extend the children's learning. They are fully aware of the children's abilities and individual needs. Staff set clear and consistent boundaries which encourages the children to be very well behaved. They plan and implement a very interesting selection of activities which effectively links to the six areas of learning. Assessment systems have been developed to clearly show how children are working towards the early learning goals. Staff effectively organise resources so that planned activities are successfully carried out. They interact well and support the children in a way that positively affects their learning. Staff observe and assess aspects of children's development and learning regularly and frequently. They draw on these detailed assessments in planning what children need to learn next. There are good systems in place to support children with special educational needs and children who speak English as an additional language.

Leadership and management is very good. Staff have regular opportunities for professional development. The staff team is committed to improving care and education. They work closely with an Advisory Teacher.

The partnership with parents/carers is very good and contributes to the children's progress towards the Early Learning Goals. Very effective systems are in place, to communicate clear information in regard to curriculum planning and the developmental progression of their children. Information about the setting and its provision is comprehensive and accessible to all parents, for example, in the resources room, previous inspection reports and copies of the curriculum guidance for the foundation stage are available for parents to view.

What is being done well?

- Staff give high priority to nurturing children's personal, social and emotional development. They create a secure atmosphere where children develop good attitudes and dispositions to learning. The children show excitement and are motivated to learn. They are developing good relationships and behaviour is very good. The children are independent and manage their own personal hygiene e.g. brushing teeth.
- There are very good opportunities for children to link sounds to letters. The children engage in a good range of activities requiring hand eye co-ordination.
- Staff effectively help children become more aware of their environment and the natural world, for example, they provide many first hand experiences

such as walks in the community, visits to the local library and invite visitors into the nursery, for example, fire fighters.

- A good range of physical activities and resources ensure that children's progress in physical development is very good.
- The children are developing very good counting skills and they understand, shape and size through spontaneous and well planned activities.
- The children show an interest in what they see, hear, touch and smell. The children enjoy exploring what happens when they mix colours and effectively sort objects into groups of colour.
- Parents and children are made to feel welcome, the staff are friendly and approachable. Parental partnerships are developed, encouraged and valued which has a positive impact on the children's learning.
- Management use a variety of ways to keep parents fully informed about the curriculum, for example, through regular newsletters, notice boards and the nursery prospectus.

What needs to be improved?

- 'point for consideration'
- the monitoring of the curriculum planning.

What has improved since the last inspection?

This is not applicable as it is the nursery's first funded nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are very well behaved. They play harmoniously and build good friendships. The children are independent and manage their own personal hygiene e.g. brushing teeth. They select and carry out activities independently and are co-operative at tidy up time. Children show care and concern for others and living things e.g. mini beasts. Three and four year olds maintain attention and sit quietly when appropriate e.g. story time and circle time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

There are very good opportunities for children to link sounds to letters. The children are able to listen carefully and respond enthusiastically to stories and songs. Three and four-year-olds engage in a good range of activities requiring hand eye co-ordination. Most three-year-olds write recognisable letters and some can write their own name. Four-year-olds confidently write their own name and other words such as mummy and dad.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can use language to describe and compare size and shape and can re-create simple patterns. The children are developing very good counting skills and enjoy participating in counting songs and rhymes. Four-year-olds are able to count confidently past 20. Three-year-olds know the value of 3 and many recognise numerals 1-5. The children are beginning to show an interest in number problems e.g. ladybird game. Both three and four year-olds use mathematical language during play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children show an interest in the world in which they live through a very good range of planned activities. They learn effectively about their environment and the natural world e.g. mini beasts. The children independently investigate living things and learn to identify their features. They are confident in selecting tools and constructing using a range of materials. Children know how to operate simple everyday technology e.g. computer programmes and a mouse.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children handle tools, objects and construction materials safely and with increasing control. They are able to use a good range of small and large apparatus with confidence, control and co-ordination. The children manage their body to create intended movement e.g. pouring drinks. The children enjoy and are enthusiastic about outside play. Some children are experimenting with different ways of moving. They are beginning to recognise the importance of keeping healthy e.g. brushing teeth.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination well. They use available resources to create props to support their role in play. Three and four-year-olds are able to express preferences. They are able to confidently sing songs and rhymes from memory. Children show an interest in what they see, hear, touch and smell. The children enjoy exploring what happens when they mix colours and effectively sort objects into groups of colour.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- 'point for consideration'
- continue to monitor the curriculum planning, to ensure that there is a well balanced programme over time.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.