

Academy 4 Kids

Inspection report for early years provision

Unique reference number	EY260044
Inspection date	30/09/2010
Inspector	Samantha Smith

Setting address	209 Friern Barnet Lane, Whetstone, London, N20 0NG
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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*.

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

Academy 4 Kids has been registered since 2003. It operates from a purpose built building with two outside play areas and some woodlands in Winchmore Hill in the London Borough of Barnet. The group serves the local community and child care places are open to the general public. The group offer full day care from Monday to Friday for 51 weeks of the year between 7:30am to 6:00pm.

The group is registered to care for a maximum of 85 children in the early years age group. At present there are 103 children on roll. The setting supports children with special educational needs. A maximum of 16 staff including the manager work with the children, most hold appropriate childcare qualifications and some are working towards one. The setting is registered on the early years register and the compulsory part of the childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is very effective in meeting the children's needs. Outcomes are consistently good, with only minor weaknesses, and outstanding in some areas. Strong links with parents help to involve them in their children's care and education, and keep them well informed of their children's progress. Effective partnerships between providers and other agencies ensure individual children's needs are met and contribute towards the effectiveness of the setting in improving quality and achieving goals and targets set. Leadership and management, including the capacity for sustained improvement, are good.

What steps need to be taken to improve provision further?

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

- develop further all staff's knowledge and understanding of the policies and procedures in place to support the effective running of the setting
- develop further inclusive practice, by making the environment fully reflective of the different backgrounds of children attending and use information provided from parents to support this

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is commendable. The registered person, the manager and staff all share a clear vision for the nursery. Safeguarding procedures are robust and ensure that children are safeguarded through the

excellent security and constant supervision. Staff understand that children need room to explore, although remain close by and know when to step in. The atmosphere in the setting is positive and harmonious, as the staff team work well together. There are detailed and effective written policies and procedures in place, most of which are known and well understood by staff. The group is mostly successful in promoting equal opportunities and inclusive practice. Children's individual needs are well known and supported. Effective partnerships that have been established with other agencies involved with children, which contribute toward ensuring cohesive support and care for all children.

The manager embeds ambition and drives improvement well, to which staff demonstrate a strong commitment. As a result huge improvements have taken place since the last inspection. These include improvements to the building and outside areas. With the continued commitment of manager, staff and the excellent links with external agencies the nursery are extremely well placed to improve in the future. There is an effective programme of staff development in place. Staff take part in either in house training or external courses, ensuring they remain up-to-date with current practice, contributing towards the quality and effectiveness of the setting.

Partnerships with parents are good. Parents receive regular information about their children's learning and development, engage in regular opportunities for daily discussions, parent evenings, social events and newsletters, which keep them informed and create a community feel and collective ownership. Good information with regard to the Early Years Foundation Stage and photographs of their children are displayed throughout the nursery.

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

Children play in a bright, stimulating and welcoming environment, where they make excellent progress and achieve well in all areas of their learning. Activities are very well planned and thought out, providing a good balance of adult led activities and activities that children can choose for themselves. Staff have a very clear understanding of child development and how young children learn. They know and support children extremely well. Information gathered from parents is well used to provide a clear base for learning. Effective systems of observation and assessments are in place, enabling staff to plan and provide activities that are well matched to children interests and capabilities. Those working with the babies are sensitive to their needs and respond to them enthusiastically. The decked heuristic area in the garden provides babies with opportunities to explore a range of real-life objects and sensory tools, and the baby room provides a bright, rich and stimulating environment, which enables babies to satisfy their natural curiosity.

Children are motivated and interested in a broad range of activities and take responsibility for choosing what they do. They often share responsibility for decisions about routines and contribute ideas to future plans for the setting. They are mainly well-supported to acquire a positive attitude towards people's

differences. They experience festivals, foods, language and have access to some resources that reflect cultural differences. However, the manager acknowledges that this is an area for further development.

Children are confident, good communicators and curious about their interesting and stimulating learning environment. Independence is very well fostered as children serve their own food and pour drinks. Children benefit from the fantastic range of outdoor activities in all weathers and are keen to explore the different outdoor play areas, in particular the woodlands, which provides them with a captivating and exciting area where they can explore nature, living things and use natural resources. The woodlands area is also used to support children's imaginative skills as they take part in living stories, like 'I'm going on a bear hunt'. The snug wood cabin provides children with a quiet 'special' place where they can listen to stories, look at books and listen to outdoor sounds such as the pitter, patter of raindrops on a rainy day. Babies also use this as a cosy place where they can take a nap.

A wide variety of art and craft materials is provided so that children can extend their creative ideas and use their imagination. Work products and photographs of them engaged in various activities are displayed so that they know their efforts are appreciated and valued. Behaviour is very good. Children play co-operatively together and they help and share well with each other and are helpful towards staff.

Children show high levels of independence, curiosity and concentration and they make good progress overall in developing the personal qualities that enable them to take responsibility for small tasks. For example, they dress and undress themselves when preparing to go outside or when returning from outside play. They serve themselves at mealtimes, take turns in replenishing the jugs of water, clear up after themselves and clear away after mealtimes. This supports their developing skills for the future. Children have good relationships with adults.

Staff have a very secure understanding of the Early Years Foundation Stage and their role in supporting children's learning. Key workers make detailed and informed observations that are effectively used to inform planned activities that are relevant and challenging for each child. Assessment records are very comprehensive and well used to track children's progress towards the early learning goals or allow any gaps in children's learning to be identified. Good record keeping ensures children are very effectively supported through the transition period from room to room, or when they leave the nursery.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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