

# Midway Academy

Inspection report for early years provision

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<b>Unique reference number</b>	EY276002
<b>Inspection date</b>	12/04/2011
<b>Inspector</b>	Mary Henderson

<b>Setting address</b>	Bramshall Road, Uttoxeter, Staffordshire, ST14 7PG
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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.

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## **Description of the setting**

Midway Academy nursery changed ownership in 2003. It is situated in a converted house on the outskirts of the market town of Uttoxeter. The nursery serves the local area and surrounding villages. All children share access to the large outdoor play areas.

The nursery is registered by Ofsted to care for a maximum of 77 children, from birth to under eight years old. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 112 children on roll in the early years age range who attend for various sessions throughout the week. The nursery is open from 7am to 7pm Monday to Friday throughout the year.

The nursery currently supports children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs 24 members of staff 23 of whom have early years qualifications. Two of the staff are qualified teachers and another five staff are working towards a Foundation Degree. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Relationships between the key workers and the children and their parents are effective in ensuring good outcomes for all children on roll. The liaison between the key workers, parents and other providers of the Early Years Foundation Stage contribute well to children's inclusion and the identification of their individual needs. Staff make the most of planned outings and all indoor and outdoor space and resources to provide an interesting and stimulating environment for the children. There are good systems in place to evaluate the provision. Most systems to acknowledge children's current interests are in place.

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

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

- develop systems to ensure current interests for all children on roll are fully acknowledged and included to plan for their next steps in all areas of learning and development.

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

The management and staff are a strong team who are committed to continually improving outcomes for children. The staff have developed positive relationships with other providers of the Early Years Foundation Stage, thereby, ensuring

inclusion for all children on roll. The staff have a good understanding and strong commitment to supporting children with special educational needs and/or disabilities and children with English as an additional language. With parental support this, includes identifying children's individual requirements and ensuring the appropriate professional support is accessed.

The extensive risk assessments in place identify possible risks to children in all indoor and outdoor areas and all outings involving the children. Safeguarding is outstanding. The safety of children is a priority at the nursery and all staff have an excellent awareness of the policies and procedures to be followed. All adults are suitably checked and vetted. There are good self-evaluation systems in place which include input by the management, staff and all children and their parents. The systems identify areas of strength and areas for further improvement on an ongoing basis.

Engagement with parents is exemplary. There is extensive daily written and verbal two-way exchange of information to ensure each child's needs are identified and met. Parents and children's preferences are fully included in the menus. Extensive information for parents about activities and planning is displayed around the nursery. Parents have free access to their child's profile and the policies are accessible in the entrance halls at all times.

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

The children observe, find out about and identify features in the place they live and the natural world. They like to go for walks in the rain, notice the changing seasons and the plants and wildlife around them. They also enjoy visits to places of interest including the cinema where they listen to various story tellers during the Story Telling Festival. As children walk to the local parks, they notice and talk about their findings including the cats and dogs and they like to kick the autumn leaves around the grassed areas having fun with their peers. The staff make the most of spontaneous learning during outings. This includes encouraging the children to identify colours, numbers and letters around them, such as, on signs. The children learn about their local community as they visit a local home for the elderly taking up their harvest and singing songs for the residents. Children's learning about the world around them is fostered through visitors coming into the setting. This includes fire and police officers who talk to the children about possible dangers, such as, crossing the road, fire safety and what to do if they become lost. Children's learning about keeping safe is further fostered as they practise the fire evacuations of the setting. They also learn to cross the road safely with the staff while on outings and during story time and through topics. Parents come into the setting to talk to the children about their various jobs. This includes a vet who comes in to talk to the children about the care of their pets. Another parent, a nurse, comes in to talk to the children about how she helps people become well while they stay in hospital. Visitors come in to show various animals to the children. This includes a mobile animal handling company who talk to the children and show them various wildlife animals, such as, hedgehogs, owls and reptiles. The staff plan various interesting activities for the children across all areas of

learning and development. During the week, the children have opportunities to undertake Yoga, dance and French language sessions with various support staff that come into the setting to teach the children. Key workers have a good awareness of children's current and ever changing interests. However, the children's individual current interests are not always fully included in the planning for their ongoing progression and next steps.

The children have an excellent knowledge and understanding about the importance of keeping healthy and those things which contribute to this. Children are provided with an extensive range of healthy balanced meals and snacks and they have free access to fresh drinking water throughout the day. Children's individual requirements are fully acknowledged by the experienced and qualified cook. The children also enjoy their weekly cooking sessions with the cook and the staff as they learn to weigh out ingredients and bake biscuits and cakes to take home to their family or eat for special occasions. They talk about foods that are good or not so good for them. They also grow and harvest various vegetables in their garden, picking them for the cook to include in their meals and eating them raw for snacks. The children enjoy outdoor play each day as they use an extensive range of climb and balance equipment, jump in and out of tyres and run around in the fresh air with their peers. They also enjoy playing games with their peers, such as, using the bats and balls, digging for worms and insects and talking to the staff about their findings. The staff recognise the learning potential of the outdoor play area ensuring children have the opportunity to make a broad range of choices, such as, painting pictures, looking through books or chalking on the ground. Children of all ages from babies to when in pre-school enjoy daily access to the outdoor play areas.

Children find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning. They enjoy exploring various computer programmes that support their mathematical thinking as they recognise numbers, shape and colours and follow the voice instructions to complete the programmes. The older children like to use the whiteboard as they work together to create a castle on the screen, taking turns choosing colours and shapes of windows and flags. Younger children and babies like to push buttons on the battery operated toys as they listen to the musical noises and watch the colourful lights.

The staff provide an excellent warm and caring environment for all children, ensuring they feel safe and secure in their environment. Children smile and giggle with one another and the staff and seek support and comfort when they need it. Babies babble to one another and the staff and the toddlers like to be held if they feel insecure during settling-in times. Older children seek praise as they show off their paintings to the staff. Children's own work and their photographs are displayed for them around the nursery which supports their sense of belonging very well.

The children are beginning to understand that people have different needs, views, cultures and beliefs that need to be treated with respect. They explore various festivals around the calendar year through story and reference books, food tasting and arts and crafts. The children play with a broad range of resources that depict

positive images of diversity including dolls, small world people and dressing up clothes. They also play with a range of resources that depict positive images of disabled people.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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