

The Academy Nursery

Inspection report for early years provision

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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

The Academy Nursery is one of nine childcare provisions owned and managed by First Class Child Care Limited. It was registered with the current provider in 2006 and operates from a two storey building, with the first floor being accessed by a flight of stairs. The setting is situated in the residential area of Harrogate in North Yorkshire. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 7.30am to 6.30pm for 51 weeks of the year.

The setting is registered to care for a maximum of 80 children in the early years age group at any one time. Of these not more than 27 may be aged under two years. There are currently 110 children on roll, of whom 45 receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 22 members of staff, including the manager, who work directly with the children. Of these, one holds a relevant qualification at level 4 in early years, 11 hold a relevant qualification at level 3 in early years and six hold a relevant qualification at level 2 in early years. In addition three members of staff are working towards a relevant level 3 qualification in early years. The setting receives support from the local authority and has successfully completed a recognised Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her team of staff offers a warm and friendly welcome to all children, their parents and carers. They adapt the environment and activities to ensure all children are included. Children make good progress towards the early learning goals through a varied and interesting range of activities. Most of the daily routines are organised well and systems for linking with other practitioners are developing. Managers and staff use reflective practice and self-evaluation well, showing a good capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further the organisation of meal times to nurture children's independence and self-care skills, including pouring their own drinks and serving their own food
- develop further an environment that is rich in print, particularly with regard to labelling
- develop further systems to ensure continuity and coherence by sharing

relevant information with other practitioners where a child receives education and care in more than one setting.

The effectiveness of leadership and management of the early years provision

The staff provide good levels of adult supervision so children take appropriate risks as part of their development. They demonstrate a good understanding of their responsibilities with regard to safeguarding children and know how to report and monitor any concerns. The setting has a robust recruitment procedure in place to ensure all staff are checked for their suitability to work with children. Risk assessments are conducted regularly and staff carry out daily safety checks to ensure that the environment is safe. The staff demonstrate a high level of commitment to further enhancing outcomes for children by continuing their professional development. They ensure indoor space and resources are organised effectively each day to create an accessible and appealing environment for all children.

Equality and diversity is effectively promoted throughout all aspects of the setting. Relationships between the parents, carers and staff are good. They regularly share information, for example, through discussions and daily diaries. This contributes to meeting children's needs and provides continuity of care. The setting is highly committed to working in partnership with other professionals and takes a lead role in establishing effective working relationships. This is particularly evident for children with special educational needs and/or disabilities and those who speak English as an additional language. There are very few children attending who receive care and education in more than one setting. However, systems for linking with other practitioners where this occurs are not fully developed. This impacts on staff being able to complement and extend activities.

The manager consistently communicates high expectations to staff about securing improvement. She and her team of staff implement a good self-evaluation process, which includes input from parents, carers and other early years professionals. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

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

The manager and her staff have a secure understanding of the Early Years Foundation Stage framework and implement it well. Children's learning and development are promoted well through clear planning, which ensures good progress for each child. Regular observations are used well to plan for individual children's next steps in their learning.

Staff are enthusiastic and activities are undertaken with a sense of fun. An

example of this is where a staff member strums the guitar for the babies as she sings to them. The staff's confident approach to equality and diversity contributes to children's positive attitudes to the wider community. This is complemented with various resources and by staff inviting visitors into the setting. An example is where a mother brings a guide dog for the blind to meet the children. Consistent encouragement ensures children are developing a good knowledge of what is right and wrong. They show developing levels of independence. However, opportunities for older and more able children to increase their independence and self-care skills during meal times have not been fully explored. This includes not pouring their own drinks or serving their own food. The selection of books made available to children and the way key staff are animated as they share stories with them, nurtures their enjoyment of the written word. Posters and signs for children throughout the nursery are generally good. However, all resources are not effectively labelled to further promote their awareness and recognition of words and letters. Babies' interest is encouraged through a wide variety of manmade and natural resources. A range of matching, sorting and sequencing activities effectively promote all children's problem solving, reasoning and numeracy skills. They join in with songs and rhymes well and use their voices and bodies effectively to express tone and rhythm. Children are fostering a positive attitude to vigorous exercise through well-planned fun experiences. They access carefully chosen computer games to effectively nurture their skills for the future.

Children demonstrate a strong sense of belonging. They are developing a good understanding of how to keep themselves safe as they practise the evacuation procedure regularly and use a range of tools and resources safely. Children thrive as the cook provides healthy and nutritional meals and snacks. They develop good lifestyle habits as they plant and nurture vegetables, including carrots and potatoes. Children are encouraged to learn about good personal hygiene through well-planned activities and routines. They do not attend if they are sick, which enables the staff to protect others from illness. All required policies and procedures are in place and are regularly reviewed to promote the safety and well-being of the children.

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	2
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	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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