

Kiddy Academy Hunts Cross Ltd

Inspection report for early years provision

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Inspection date	17/11/2011
Inspector	Frank Kelly
Setting address	Units 37-39 Meridian Business Village, Hansby Drive, SPEKE, Liverpool, L24 9LG
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Type of setting	Childcare - Non-Domestic

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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

Kiddy Academy Hunts Cross Ltd has been registered since 2010 and is one of two settings operated by a company. It is based within self-contained premises, which are situated in the Hunts Cross area of Liverpool. Children are cared for within five main playrooms over two floors and there is a fully enclosed outdoor play area. The setting is fully accessible to all areas of the ground floor and has assisted toilet facilities. The setting operates each week day, all year round, from 7.30am to 6pm.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 108 children under eight years at any one time. Of these, 100 children may be in the early years age range and at present there are 66 children on roll, all of whom are in the early years age range. The setting is also registered to offer care to children aged over eight years and is registered by Ofsted on the voluntary part of the Childcare Register.

The setting currently employs 14 staff to work with the children. One member of staff holds Early Years Professional Status and another 10 hold recognised early years qualifications, including one who has an early years degree. Two members of staff are working towards a qualification. The setting receives support from the local authority and provides funded places for the provision of early education for some of the three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Parents are made very welcome at this setting and the sharing of information is used effectively to promote and plan inclusive care that meets each child's individual needs. The motivation and ambition of the management team is reflected in the highly committed and enthusiastic staff team. Strong self-evaluation is effective in identifying and developing future improvement. Safety is given a high priority and the procedures in most respects are implemented effectively. The activity planning and assessment systems are becoming securely imbedded and the pleasant and lively learning environment is supporting the children to make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- extend the opportunities for children to explore and find out more about information and communication technology, both indoors and outside, to complement and support their learning; consider how this type of equipment can be used to enhance the children's problem solving skills
- refine the risk assessment to cover anything with which a child may come

into contact.

The effectiveness of leadership and management of the early years provision

There are some very good procedures in place to safeguard children. For example, the detailed policies and procedures regarding child protection accurately reflect the requirements of the Local Children's Safeguarding Board. The owner, who takes the lead role for safeguarding, demonstrates a high level of familiarity with the procedures to be implemented. Staff's understanding of the procedures is regularly checked through core training and more informal methods, such as a team meeting quiz. Children are further protected through the settings' good recruitment and selection processes.

The premises are kept clean and children's health is promoted as staff follow good hygiene procedures as part of their daily routines. Many detailed risk assessments have been prepared and systems for repairs are implemented quickly. Further actions taken to improve the children's safety are evident and include casing being fitted over heating pipes and new radiator guards secured. However, a few areas, such as the position of removable screw covers and some of the radiator valves have not yet been included in the risk assessment. In practice, the staff supervise the children very well so as to protect them. During daily routines, babies are monitored during their play and rest and the older children are gently reminded about their need to concentrate and the importance of facing forward when using the stairway. The emergency evacuation drill is undertaken regularly and assessed to improve its effectiveness. The management has an exceptionally efficient system to ensure that the required weekly and monthly tests of the detection and lighting systems are always undertaken.

The setting's management has ambitious vision and strives for improvement to provide high quality care and learning. Their passion for developing a quality service is made more effective by their willingness to accept and include the ideas and knowledge of the staff team, such as those relating to sleeping infant death syndrome. Plans for the future are far reaching and include the reorganisation of the outdoor play environment. The way the resources are organised make this a fun and stimulating place for children. They encourage lots of independent choice. The good quality resources are well maintained and reflect the diversity of the children, their families and the wider community. The staff are courteous, friendly and welcoming which creates an inclusive environment for all.

Parents are at ease and engage the staff in a relaxed manner during arrival and collection times. The parent's views have been sought from questionnaires and daily feedback sheets are prepared to keep them up-to-date. Parent evenings have been undertaken, during which staff have provided a six monthly summary of the children's progress. The staff are keen to engage parents further in their child's learning and plans to extend the range of displays and visual information formats are in place. The setting demonstrates a commitment to actively work in partnership with other services and external agencies. The appointed person for the organisation of such services is extremely well versed with her responsibilities.

This proactive approach allows the setting to have effective systems established should they need to support children with special educational needs and/or disabilities. The setting continues to implement strategies to engage other providers, such as local schools, to foster the effective transitions for children as they move into their formal education.

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

The setting is a good place for children to play and learn. The babies and young children demonstrate a strong sense of security and feeling safe as they have built up warm and trusting relationships with the adults who care for them. Staff are attentive to the children's needs. For example, during snack time they reposition the babies to allow them more space and encourage those children that are teething to try cooling pieces of melon. Toddlers engaged in a printing activity are allowed to explore the texture of paint and they giggle with delight as they paint their hand repeatedly.

A system of regular observation and planning has been implemented and is beginning to be embedded with consistency. Curriculum planning, underpinned by well defined areas of continuous provision, means the children are effectively engaged in play that fully spans all six areas of learning. Staff use their observations very well and imaginatively to plan for the children's future learning. For example, children are taken to the local open play spaces to use a wider range of throwing and catching equipment. Children thoroughly enjoy their role play as they have access to water so they can wash the dishes. Textural play is provided throughout the setting as children of all ages regularly have access to resources, such as, sand, play dough, shaving foam, and cornflour 'gloop'. This fosters younger children's physical dexterity and encourages their exploratory nature. The learning environment is rich in print, numerals and other visual imagery and older children show a keen interest in their early literacy recognition and counting skills. They self-register when they arrive, find their own placemats at lunch and engage with visitors in the counting of fingers. Some children confidently count to 10 in Spanish and staff reinforce their weekly lessons from an external professional, by including it within the daily routines, for example, asking the children how they are in Spanish and praising them when they reply 'muy bien'.

Children's knowledge of their world is extended through visits to the local shops or the museum. They have access to a range of resources that represent technology and real equipment, such as a digital camera, is available for the children to use. However, the staff have not fully considered how the variety of such resources could be extended or how such equipment might be used with the children to further develop their problem solving skills. Throughout the nursery, singing is a big part of the day and children of all ages join in with favourites, such as, 'twinkle twinkle' and 'the grand old duke of York'. Books and stories are enjoyed and there are lots of opportunities for the children to be active, such as, riding on the trikes and using the large climbing equipment in the garden and the local play park.

The staff have a lovely way of engaging the children as they use the daily routines

to actively support them to achieve positive outcomes. Thus, children are developing very well with their social and independence skills and their understanding about keeping themselves healthy and safe. For instance, they learn to take turns patiently and to serve themselves at lunch time. Staff engage younger children's behaviour extremely well, using a combination of simple explanation and distraction, for example, explaining that it is not hygienic to use the dustpan and brush on the table and that the cook will not be able to tidy up her kitchen if the children do not pass it back to her. The staff, including the cook, talk with the children about how vegetables help build their muscles and the children are encouraged to wash their hands and clean their teeth as part of their routines. Consequently, this well organised, fun and enabling environment is positively supporting the children to develop self-confidence and an enthusiastic attitude towards learning.

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	3
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met