

Kidz Academy

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Kidz Academy was registered in 2001 and is a privately owned nursery, which operates from premises in the Bordesley Green area of Birmingham. All children have access to a fully enclosed outdoor area. The nursery opens each week day from 7.30am until 6pm, except for bank holidays and a week at Christmas.

The nursery is registered on the Early Years Register to offer care for children aged under five years. A maximum of 100 children may attend the nursery at any one time and there are currently 80 children on roll who attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and also those who speak English as an additional language.

There are 10 staff members work with the children, all of whom hold appropriate early years qualifications. The nursery provides funded early years education for children from two to four-years-old. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled and making good progress as staff generally support their development and welfare well and provide a fully inclusive service. Staff work as an effective team and attend a range of training to support their professional development. There are several systems for self-evaluation in place and management have worked hard to identify and act on any areas of development. All the required documentation is in place, efficiently organised and well maintained. Children are well safeguarded and cared for in safe and secure surroundings. Partnership with parents works well and there are strong links with others in place to support outcomes for children.

What steps need to be taken to improve provision further?

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

- review procedures for managing children's behaviour to ensure these are effective and carried out in a manner appropriate for children's stage of development and particular individual needs.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff are fully aware of their roles and responsibilities to protect children from harm or neglect and how to pass any concerns on appropriately. Safeguarding is part of the planned induction of new staff and is regularly discussed at their meetings. Most staff members have

attended appropriate training. Children are cared for in a safe and secure environment where staff are alert to hazards and use both visual and written methods to assess and monitor any potential risks. Staff show a good commitment to training to support on-going development and management and they have worked hard to address the recommendations from the last inspection. The staff team and managers reflect on their practice well. Improvement initiatives are supported as managers continuously monitor and review action plans to assess the effectiveness of their plans. Staff, parents and children are involved in these evaluation processes. Also the nursery liaises effectively with the early years development team to review and help improve the quality of their work. Rigorous procedures for recruitment and selection and a comprehensive induction of new staff ensure the suitability of those who work with the children. Staff form a happy and effective team and share and discuss practice informally as they work through the day, as well as through their regular meetings. All documentation for the safe and efficient management of the setting and to meet the needs of the children is in place, well maintained and regularly reviewed.

The nursery provides a welcoming environment where children have good space to move around in. There is easy access to a wide range of resources to support children's own play choices. Also a new outdoor play area engages children's interest and supports all areas of learning. The nursery effectively supports children with special educational needs and/or disabilities and has links in place with other professionals, so all children are included appropriately and helped to achieve their potential. Staff effectively liaise with parents during children's settling-in where they take detailed information about children's individual routines and starting points, this process is repeated when they change rooms. Staff make links and share information with other settings children also attend and initiate some meetings with teachers to aid an easy transition for children who are due to start school.

Partnership with parents works well, staff are friendly and approachable and use their key worker system effectively to get to know individual children well. Information is shared very effectively from the start and parents receive comprehensive information about how children are observed as they develop across all areas of learning. Informal discussion and the use of a daily sheet, helps parents to share in their children's day. Also displays such as, the daily board identifying the specific activity, song and story of that day, helps parents stay in touch. The use of tools, such as the community bag and the nursery teddy boosts important links between home and nursery. Regular reports of children's progress along with their 'journey journals' are shared with parents, who are invited to make their own comments as they meet with their key workers throughout the year.

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

Children's welfare and development is well supported through attentive staff, who engage enthusiastically with them to help their learning. Children are reminded about safe practices as they play and are often asked to think about the

consequences of their actions. They take part in routine fire drills and respond well to requests to line up and walk carefully as they go outside. Children's health is encouraged through daily routines such as, hand washing, teeth cleaning and the use of tissues to wipe runny noses. They enjoy a variety of physical activities outside in the fresh air. For example, children try out their skills on the climbing wall and the slide, or vigorously engage in exercise and music routines inside, which help to develop their coordination. Children benefit from a healthy well-balanced menu and access to drinks at all times. They have regular discussions and activities around healthy eating to develop their understanding and all enjoy 'Fruity Friday'. Staff provide children with good opportunities to initiate their own play choices as they freely access the different resources around the room. Children develop their independence as they, for example, pour their own drinks, select utensils and clear away at meal times. Staff provide lots of encouragement and praise, so that children are developing in confidence and feel valued. Staff, in the main, manage behaviour well and give clear guidance, which encourages children to learn to share toys, to take turns and to reflect on their actions. However, this is not always carried out consistently or appropriately for the individual needs of the child. Children learn about the wider world through an environment with many varied resources and displays and by participating in activities centred on different celebrations. Staff display signs and symbols and different words from other languages, such as French to aid communication. They encourage children and parents to share special events from home so that they, for example, bring in family photographs.

Throughout the day, children have a good balance of free play and more adult-led activities with staff, supporting them well by providing prompts and asking open-ended questions. Spaces both inside and outside are set up to offer a bright, inviting and accessible environment with a wide range of play and learning experiences. Children enjoy many different creative play opportunities as they explore different textures and mediums such as, sand, paint, spaghetti and play dough. They independently access the creative area and the different utensils as they cut and stick to create their own designs. They mimic adult roles as they enjoy role playing with cars, dolls and the small world figures. They build and construct and seek out shapes for their puzzles or use the tunnels and channels outside as they direct and watch water flow. Children are developing their language skills as they listen attentively to stories, seek out their favourite books or enthusiastically engage in singing sessions. Staff use puppets to attract children's attention and help them to listen or to try and engage the reluctant speaker. Children have easy access to many different resources to develop early writing skills as they draw, colour and begin to write their own names. They are encouraged to self-register as they arrive and to select their photograph name cards to put on the board after having snack. Children learn how to operate different programmable toys and use the torches and binoculars as they explore their environment. They are beginning to learn about nature as they help plant different seeds or search for mini-beasts in the garden.

Staff are always observing children. They have reviewed their systems for recording these observations to more effectively plan and support individual children. They frequently jot down significant things on their sticky notes and these, along with photographs and more detailed observations, are used to identify

and plan for children's next steps in learning. Staff record these, so that all of them know how to support children's individual progress through continuous provision. They collect these observations and examples of children's work in their 'journey journals.' Staff evaluate these to track children's progress through the different areas of learning, which they share routinely with parents.

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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