

The Kiddies Academy

Inspection report for early years provision

Unique reference number

EY441574

Inspection date

25/06/2012

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*.

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

The Kiddies Academy re-registered in 2012. There has been a nursery on the site for 12 years, run by the current owner since 2003. The Kiddies Academy operates from rooms in St. Mary and All Saints Church of England Primary School in Beaconsfield.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight years may attend at any one time, all may be in the early years age group. Currently there are 58 children in the early years age group on roll. Kiddies Academy operates from 8am to 5pm each weekday, for 51 weeks of the year. It provides care before school, after school care, during school holidays and nursery provision. Children can attend all day or for a variety of sessions.

Kiddies Academy has eight members of staff who work on a full-time or part-time basis; of these, seven have appropriate childcare qualifications including a qualified teacher who is the manager. They also have an administrator and cleaner. The setting supports children with special educational needs and/or disabilities and who have English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides children and their parents with a welcoming and highly inclusive environment. Effective systems are in place to identify gaps in children's learning and to support those with special needs and/or disabilities, as well as for children speaking English as an additional language. Resources and staff deployment are exceptional. Consequently, the outcomes for children and their experiences are very positive. Children are extremely happy and settled and their learning needs across all areas of learning are met well overall in relation to their starting points. Robust policies, procedures and risk assessments help to keep children safe and protect their well-being. Positive relationships with parents and other agencies overall are well established although systems for parents to further complement children's learning at home are not fully integrated. The nursery is proactive at evaluating the success of their provision and as a result demonstrates a strong capacity for their continuous improvement.

What steps need to be taken to improve provision further?

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

- provide further support to parents to enhance their understanding of the Early Years Foundation Stage framework so they are able to extend the

- support for children's learning at home
- extend the use of everyday language for children to more commonly hear and use mathematical descriptive words, compare numbers and quantities.

The effectiveness of leadership and management of the early years provision

The nursery is fully committed to children's safety. Arrangements for safeguarding children are robust. Staff are fully aware of their responsibilities to identify and act upon any concerns they have about children in their care and to liaise with the appropriate child agencies. The nursery environment is safe. Robust risk assessments are clear. Parents understand the effective records, policies and procedures in place which help to keep their children safe, healthy and support their well-being.

The nursery places the promotion of equality of opportunity at the heart of its practice. Equality and diversity is highly promoted and children learn about their wider world at regular opportunities. For example, through positive images, toys, books, resources and role play which promotes their understanding of culture, ethnicity, age and disability. Staff take exceptional steps to identify any gaps in children's development and plan for these individually. They provide outstanding support for children who have English is an additional language and those who have special educational needs and/or disabilities. Staff have exceptional understanding of children's needs, interests and backgrounds. Consequently the nursery is highly effective in narrowing the achievement gap and as a result the outcomes for children are highly positive.

The deployment of staff is excellent. Staff work extremely well together in supporting children's learning. The nursery environment is highly conducive in enabling children free-flow indoor-outdoor provision. Children happily choose where to play and what to do; and are very confident in doing so. Resources and toys are of a high quality and children treat these resources with respect. Proactive systems help to ensure the environment is sustainable. For example children bring in discarded plastic containers and bottles to use in their water play; yogurt and egg cartons for their art and craft. Children use natural resources such as cones, bark, and wood in the nature area. The nursery environment is well suited to its' purpose and this combined with the excellent use of staff time and their understanding of children's needs means that children benefit and thrive. As a result children are making excellent progress in relation to their capabilities.

Staff are very motivated. Morale is high. There are highly effective systems in place to support their development. The owner and manager have a strong working relationship. Effective practice in relation to the recruitment and vetting of staff ensures children's safety and also enhances the working relationships within the nursery. Staff have a good knowledge and understanding of the Early Years Foundation Stage framework. They plan effectively for the children and targets for the nursery's future are set in place to further improve the outcomes for children. The nursery effectively evaluates their provision of care and take on board the views and suggestions of both children and parents. As a consequence they can

clearly identify their strengths.

Partnerships with other agencies are well established. The nursery are continuing to strive towards enhancing the transition arrangement for children leaving the nursery and moving on to school. Partnerships with others including therapists, social workers, and local authority, for example, make a strong contribution to children's achievements. Partnerships with parents are highly positive. Parents receive timely and up-to-date information about their children and are invited to parent-key person meetings to discuss children's progress. To date, however, systems to enable parents more understanding of how to extend children's learning at home are not yet firmly established. Nevertheless, parents are very positive about the care their children receive and there are clear and accessible channels in place for parents to communicate with the nursery.

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

Children are extremely happy and settled. They clearly demonstrate confidence and self esteem. Children show a sense of belonging and it is clear through their play, that they have a good understanding of their own safety and the daily routines. Children take responsibility for their actions. They help to tidy up, hand out plates at snack time, sit confidently during story time, follow instructions and stroke the guinea pigs with care watched over by the staff.

Staff supervise children exceptionally well. Children listen to what the staff are saying. For example, during practise for sports day they line up and wait their turn for their races. Outside during free-flow play children invite staff into their games and activities and the staff happily oblige. Children display strong relationships with one another and their behaviour is very good.

Children are fully engaged in their play and respond to challenges with great enthusiasm. Children are able to learn independently through their play and in using their own initiative. They demonstrate excellent early skills in their communication, numeracy and literacy. They happily explore, think critically and are inquisitive learners. They use their hands and arms to paint pictures depicting trees; learn about the mint they have grown and how to make mint sauce. Children look for bugs in the nature garden. Using their magnifying pots they study the beetle and ant they have captured and explain confidently how they can see more clearly once the insects are magnified. Children engage thoroughly with story time twice a day and staff read the books enthusiastically, inviting children's suggestions and thoughts. Children promote their own role play extremely well. Some put on Wellington boots, fetch water and make puddles to jump in. Others hold a tea party while some collect sticks to make a camp fire. Group time enables children to learn with their key person. Children look at two and three-dimensional shapes and the life cycle of a frog. They are highly motivated and interested in a broad range of activities and their progress is consistently good and often excellent in relation to their capabilities and starting points.

Children are making significant gains in their learning. The interesting and well-equipped nursery environment successfully reflects children's backgrounds and the wider community. Exceptionally well planned systems mean that staff are fully aware of children's individual starting points, their routines, likes and dislikes. Regular observations mean that staff can clearly track children's progress and plan for any gaps in their learning. Highly effective support is set in place to help children to achieve to their full potential. Overall, staff plan for children's individual learning across all aspects of learning exceptionally well. Occasionally opportunities are missed to enhance learning. For example, language to enhance children's use of mathematical language and understanding of comparison.

Children demonstrate a good awareness of what constitutes a healthy lifestyle. They enjoy snacks provided by the nursery and lunches provided by their parents. The nursery proactively supports parental understanding of nutritious meals. Children adopt good personal hygiene routines and engage in a wide range of physical activity outdoors and indoors. Through the highly effective indoor-outdoor provision children receive plenty of fresh air and exercise every day. As a result children appear content as their physical, dietary and health needs are met.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1

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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