

Kiddy Academy

Kiddy Academy, 31-33 Tynwald Hill, LIVERPOOL, L13 7DN

Inspection date

31/01/2013

Previous inspection date

06/05/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, keen to learn and rapidly growing in self-assurance because of the warm relationships quickly established with staff.
- Every practitioner has high expectations for children and good awareness of how young children learn. As a result, children make good progress in relation to their starting points.
- All practitioners encourage children's good health and well-being. Children are safeguarded because the staff know the policies and procedures to be followed to protect the children in their care.
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis in order to meet the children's individual needs.

It is not yet outstanding because

- Supervision arrangements are not yet sufficiently embedded to regularly monitor the impact of this on staffs practice.
- Resources do not give all children the opportunity to understand simple technology.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector and manager undertook a joint observation of an activity.
- The inspector talked with available staff, parents and held discussions with the manager.
- The inspector examined various documents including a representative sample of children's records, display materials and staff suitability records.

Inspector

Sue Rae

Full Report

Information about the setting

Kiddy Academy was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is one of two nurseries operated by the same company. It is located in a large detached property in the Stoneycroft area of Liverpool. The children are cared for on two floors of the property. Access to the first floor is by use of stairs. Children have use of a fully enclosed outdoor area for play.

The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 31 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the supervision and performance management systems to fully support all staff's professional development, so that a consistently high level of practice is achieved
- extend and enhance children's understanding of simple technology by regularly incorporating resources that children recognise into their play, such as cameras, a torch, computers or programmable toys.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are welcomed into the warm and friendly environment where they show that they feel safe and secure. Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Attentive staff play alongside the children offering gentle support and encouragement; extending children's learning with individual attention. Information gathered by the key person provides a good base for establishing children's starting points in learning. This enables staff to plan for individual children's progress from their earliest days in nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Children's records of learning include photographs and observations for all children and these highlight the development they are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Parents are actively involved in contributing to their children's development through daily discussions.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Support is provided to children who

speak English as an additional language. Children develop their vocabulary using words such as 'spin', 'scoop' and 'tongs' as they make banana milkshakes for snack. The babies giggle as they enjoy climbing over and under soft play equipment; practitioners use this opportunity to extend their language by repeating words describing what the babies are achieving. They show children how to pronounce words by responding and repeating what they say in the correct way.

All areas of the nursery are well organised to allow children to select activities for themselves. Staff develop children's learning through extending child-initiated activities, for example, the introduction of larger blocks allowing the children to compare size, weight and height as they stack them. However, in some rooms, children's access to simple technology that they may find at home or at school is limited, therefore, children are not readily able to develop their understanding of information technology. Children enjoy the mix of adult-led and child-initiated activities offered. They are able to move around freely and have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development, which is progressing well. They show confidence and safety in balancing, climbing and riding. A good range of resources, posters and play equipment are readily available which reflects cultural diversity. Additionally children learn about the wider world through daily routines and planned celebrations that include Chinese New Year, Christmas, Diwali, Bonfire Night, and Easter.

The contribution of the early years provision to the well-being of children

Children settle well because staff have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention ensures that all children form positive and trusting relationships with the staff. They go to them for reassurance and cuddles when they are feeling tired. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Staff are able to form good relationships with parents, from whom they seek relevant information about the children to ensure their welfare is promoted. Parents have verbal exchanges of information with staff on a daily basis, which promotes two-way parental involvement.

Children independently access well-organised resources and equipment in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. Their artwork and mark-making skills are put on display to boost children's self-esteem. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are acknowledged appropriately. They select and choose their own activities and enjoy the responsibility for carrying out small tasks, such as cleaning the table before snack. They develop self-care skills, for example, putting on their own coats before going out outside, attending to toileting needs and making healthy choices at lunch and snack times. Staff support children well so they understand the importance of basic personal hygiene. They all wash their hands before they eat and after using the toilet.

There is a good nappy-changing procedure for babies and young children, and staff ensure that they are sensitive with them during this time. Meals and snacks are fresh, healthy and nutritious as the food is prepared on site. Staff have a good system in place to support children with any particular dietary needs. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. Children's health and well-being is very well promoted.

Children's understanding of safety is developing as they participate in activities, such as regular fire drills. Staff have a very good knowledge and understanding of the importance of providing support for children in their transition to school. They have developed links with local schools and take children on visits. This effectively helps children to become used to the new environment and feel safe and secure. Staff offer sensitive support to children who have special educational needs and/or disabilities to ensure that their individual needs are met.

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

Leadership and management of the setting is strong. The manager has a good understanding of the safeguarding and welfare requirements and she ensures that these are met in a professional and efficient manner. All staff have received safeguarding training and have a secure knowledge of safeguarding issues and procedures. Staff's suitability to work with children is thoroughly checked to ensure children's safety. Induction and performance management systems ensure that staff remain suitable and are clear about their roles and responsibilities through regular staff meetings and annual appraisals. However, performance management arrangements, such as supervision, are not fully embedded and the impact on staff's practice has yet to be monitored and evaluated. As a result, there is more to do to ensure these are fully effective in maintaining a consistently high level of practice across the whole of the setting. Staff work well together as a team to ensure that the environment is organised effectively, is friendly, comfortable and relaxed, meeting the needs of the children well. The management have successfully addressed the recommendations from the previous inspection. Consequently, planning and assessment for children's development are effectively implemented throughout the nursery.

Positive partnerships between staff and parents ensure that children's needs are well met. Parents are valued and their views are sought through discussions. Comments for improvement are welcomed and acted on. For example, a board now displays photos of staff and their names, ensuring parents are familiar with their children's key worker. Parents spoken to express how happy they are with the service provided, stating that the staff are friendly and welcoming and their children do not want to leave. They express that they are extremely delighted with the staff's ability to listen and provide additional support for children when needed.

The manager is clearly able to identify the strengths and weaknesses of the setting and systems are in place to support this. Staff undertake a reflective and evaluative approach to the service provided and are conscientious in delivering good quality care and education

for all of the children who attend. They evaluate activities provided and ensure children remain interested and motivated in their learning. Staff liaise with external agencies or services to ensure children get the support they need. The partnership with other providers is effective in respect of promoting children's learning and well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY372891
Local authority	Liverpool
Inspection number	900722
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	31
Name of provider	Tynwald Hill Day Nursery Ltd
Date of previous inspection	06/05/2009
Telephone number	0151 228 6593

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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