

# The Academy Nursery

211 Southfield Road, HUDDERSFIELD, HD5 8RJ

## Inspection date

Previous inspection date

22/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children            | 1 |
| The effectiveness of the leadership and management of the early years provision        | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- Children explore the environment with confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- Staff have an outstanding knowledge of the Early Years Foundation Stage. Staff are extremely skilled in using a wide range of learning strategies to promote children's development.
- Robust systems for observation, planning and assessment are in place. This ensures that practice provides a range of challenging age and stage appropriate activities.
- Excellent self-evaluation and exemplary practice is in place which identify consistent developments that improve quality.
- Exceptionally secure attachments are forged between children and their keyperson. This supports children to rapidly increase their confidence and self-esteem.

## 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 activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at children's development files to ascertain their progress in achieving the early learning goals.
- The inspector looked at documentation, policies, procedures and self-evaluation processes to ensure that they supported quality outcomes for children.

## Inspector

Elisia Jane Lee

## Full Report

### Information about the setting

The Academy Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the Almondbury area of Kirklees. The nursery is owned and managed by Porterbrook Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from the ground floor and first floor of the property, and there is a

fully enclosed area available for outdoor play. The nursery employs nine members of child care staff. Of these, three hold Early Years Professional Status, one holds a qualification at level 4 and seven hold qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 64 children attending who are within this 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:**

- consider developing further opportunities to explore equality and diversity through using different texts. For example, by using dual-language books.

### **Inspection judgements**

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

The staff team have an outstanding knowledge of the Early Years Foundation Stage and use this consistently well to support children in their learning and development. The environment is highly engaging and contains quality resources which superbly promote children's learning through a wide range of learning experiences. The nursery incorporates three rooms which care for babies, toddlers and pre-school children. This ensures that resources and activities are age and stage appropriate. Each room has designated areas of learning which inspires children to become highly motivated learners. For example, pre-school children look after a group of eggs which have hatched into chicks. Children explore the life cycle of a chicken, growth and development, caring for animals, creating artwork and discussing keywords. Staff skilfully extend children's language by modelling language and posing questions such as 'what do chicks need to grow?' This teaching strategy promotes children's memory, recall and language skills.

The first class environment is bright and imaginative and significantly enhances children's learning as they access resources and engage in independent play. Children are extremely confident and self-assured and explore their surroundings with a very high level of enthusiasm. The environment is rich in language with innovative displays that exhibit children's work. For example, around the water tray staff have incorporated keywords, such as drip, splash and wet. This encourages children to notice text within the environment which they can reference. The outside area is well thought out. It consists of

two areas which offer age-appropriate resources. All areas of learning are promoted in the outdoors and children enjoy accessing the outdoor area on a daily basis. Children delight in using a digging area as they search for worms and look for insects. Staff undertake regular observations, speak with children and identify children's next steps in development. This becomes a focus which is built into planning activities that inspire and challenge children. Children's individual needs and interests are built into planning. For example, children fascinated with babies and growth are supported by staff developing a role play area to support children's interest in looking after babies. This supports children's personal, social and emotional development. Resources are stored on low-level shelving and storage units. Storage boxes have photographs of the contents attached. This allows children to make independent choices in their play and helps them when tidying up.

Robust observation and assessment procedures monitor children as they work towards the early learning goals and develop the necessary skills to support their readiness for school. Observations clearly identify next steps in children's development as staff are highly skilled in using a development tracker. Staff reference tracking grids every three months. This enables them to clearly identify children's skills and assess if they are emerging, developing or embedded. Parents contribute to children's learning by undertaking observations at home and commenting in daily diaries. Staff have excellent partnerships with parents, which are developed through superb settling-in procedures and completing 'all about me' books. In addition, staff undertake baseline assessments which identify children's developmental starting points upon entry. This allows a consistent approach in supporting children's needs between home and nursery. Parents are kept very well informed of their child's progress through parent evenings, newsletters and daily verbal feedback.

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

The staff give the highest priority to children's safety, whilst on and off the premises. For example, when children help to prepare snack, staff encourage them to think about how to keep themselves safe by discussing the appropriate use of knives. In addition, when children are on trips and outings, they discuss road safety issues and stranger awareness before leaving the premises. Children develop an excellent understanding of the importance of exercise through a wide variety of activities. They enjoy free flow play in the outdoor area, walks in the local environment and regular music and movement sessions. Children develop an understanding of healthy eating through discussion and regular baking activities. For example, they visit a local supermarket to purchase fresh vegetables in order to make a stir fry when celebrating Chinese New Year. This allows children to appreciate making healthy choices and explore where food comes from. Highly nutritious menus offer an excellent choice of healthy options and include vegetarian options, cultural preferences and children's likes and dislikes. Food is sourced from local shops and is freshly prepared each day on the premises.

Children express emotions and feelings through their play. For example, young babies use a mirror to observe their facial expressions and movement. Staff provide excellent role models by asking 'what can you see?' Babies 'talk' back to staff, babbling and exploring,

making different sounds. This supports even the youngest children in developing their language skills. Staff build extremely warm relationships with children. Children's behaviour is excellent. Staff consistently praise, provide encouragement, and offer age-appropriate interventions. For example, older children are encouraged to think about the feelings of other children rather than focus on negative behaviour.

Children learn about different cultures and beliefs by celebrating a range of festivals throughout the year. Staff plan a wide variety of activities to allow children to explore different cultures, such as, food tasting, art and craft activities, cultural dressing up clothes and using a wide range of multicultural resources. Opportunities to explore the wider world through using dual language books are less well used.

The nursery has highly effective partnerships with other providers, consequently, children are exceptionally well prepared for the next stage in their learning. Progress and transition documents are completed by staff as children move between rooms in the nursery. Staff consult with other professionals to identify children's individual needs, such as the speech and language therapist. The nursery shares communication books between other providers when children attend more than one setting. When children move into school, a member of the management team visits the school to take a transition document and summary of learning to discuss children's individual needs with teachers. This ensures that children are fully prepared in times of change and transition.

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

Safeguarding is outstanding because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are well protected in the setting. Staff attend safeguarding training and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Excellent systems are in place which enhances safeguarding practice. For example, policies are discussed at monthly staff meetings and there are stringent procedures in place when selecting and recruiting new members of staff. Parents are kept well informed about safeguarding procedures through regular newsletters and the parent's notice board.

The management and staff team are highly motivated to offer excellent levels of care to children and families. As a result, children's learning and development are significantly enhanced. The nursery undertakes self-evaluative practice which takes into account the views of children, parents and staff. The management team consistently analyse and self-challenge to clearly identify strengths and weaknesses. Staff work towards meticulous action plans which provide an ongoing programme of development which ensures continuous improvement. The management team are highly supportive of staff's continued professional development and encourage ongoing training opportunities to learn new skills and refresh practice. The leadership team is highly inspirational and motivate staff extremely well. Staff have a wealth of knowledge and expertise and are exceptional role models for children. Parents are extremely complimentary, saying, for example, 'I feel confident my child is thriving here' and 'We are very happy with the care and

encouragement given to our child'.

Planning and assessment procedures are regularly monitored and evaluated. This ensures that staff have an up-to-date knowledge of children's progress as they work towards the early learning goals. Planning is extremely flexible and is based on children's interests and individual needs. Children make excellent progress in their learning and development as activities are purposeful and developmentally challenging. Children are extremely confident, self-assured and are eager to learn. They invite key persons to partake in their play which builds children's confidence and self-esteem as staff provide positive praise and encouragement. Staff have an excellent understanding of the importance of partnership working which ensures that children's individual needs are exceptionally well met.

### The Childcare Register

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

### 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

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | EY449174                      |
| <b>Local authority</b>             | Kirklees                      |
| <b>Inspection number</b>           | 880422                        |
| <b>Type of provision</b>           |                               |
| <b>Registration category</b>       | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 0 - 17                        |
| <b>Total number of places</b>      | 43                            |
| <b>Number of children on roll</b>  | 64                            |
| <b>Name of provider</b>            | Porterbrook Nurseries Limited |
| <b>Date of previous inspection</b> | Not applicable                |
| <b>Telephone number</b>            | 01484 307211                  |

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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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