

Kidz Academy

171-175 Bordesley Green East, Bordesley Green, Birmingham, B9 5SR

Inspection date	20/02/2013
Previous inspection date	06/06/2012

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 very well supported by staff who are caring, enthusiastic and committed to meeting their individual needs. Consequently, children are very happy, motivated and eager to learn.
- Careful consideration is given by staff to the organisation and layout of children's play areas. As a result, the experiences on offer contribute positively to children's all-round learning and development.
- Children are confident communicators as staff encourage their speaking skills from an early age. They tune into children, encouraging them to develop their confidence and skills in expressing themselves, and to speak English and French in a range of situations.
- The registered individuals have a clear vision of the nursery, which they communicate well to staff. Consequently, children's experiences continually improve.

It is not yet outstanding because

- There is scope to further embrace all languages spoken by children during singing and counting activities.
- Staff do not plan how the outdoor space can be used to its full potential to meet the needs of all children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held discussions with the deputy manager on arriving at the nursery.
The inspector held discussions with the manager and registered person regarding monitoring and supervision of staff and evaluation, and looked at policies and procedures, including safeguarding.
- The inspector had a tour around the nursery to meet staff and children.
- The inspector observed activities in each of the playrooms and held discussions with staff and children.
- The inspector observed a focused activity with the manager.

Inspector

Sally Smith

Full Report

Information about the setting

Kidz Academy was registered in 2001 on the Early Years Register. It is situated in converted premises in Bordesley Green, Birmingham, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four rooms within the main building and a separate annexe for the pre-school children. There is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and one holds level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 84 children on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational 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:

- extend the range of languages already embraced within singing and counting activities
- make more effective use of the outdoor area to further enhance children's learning and development and meet their individual needs.

Inspection judgements

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

Staff show enthusiasm in all that they do and this transcends to the children, which motivates them to investigate and explore. Children clearly display a positive disposition for learning, spending their time purposefully engaged in a range of interesting activities that are stimulating and fun. Planning is very much led by children's interests, but staff ensure that educational programmes cover all areas of learning. Key persons clearly know their children well and talk confidently about their skills, abilities and how activities are differentiated to support their needs. Information is shared with parents every three months so that they know how their child is progressing and can contribute their views. In the meantime, parents can access their child's progress records at any time. Staff review children's progress when they are between two and three years old. Assessments outline children's development in the prime areas, and these are shared with parents so that they

know how their child is progressing.

Children benefit from the positive interactions of enthusiastic and committed staff who skilfully support their communication and language skills. Staff play at their level, talking to them about what they are currently doing. They use every opportunity to engage children in conversation. Staff ask questions, such as 'why' and 'what', and paraphrase what younger children are saying so that they begin to put words together. This helps children extend their vocabulary as they begin to build sentences. This is further enhanced by the use of the 'letter and sounds' programme, using phonics to extend children's communication and language skills. Consequently, children engage well with staff, peers and visitors. They introduce themselves and each other to the inspector. Staff capably support children who speak English as an additional language and learn key words in order to understand their needs. Bilingual support ensures that children build on their vocabulary while supporting their developing understanding of English. Staff work closely with children to focus on several new words each week and consolidate these through their play and everyday routines. Songs and counting activities are spoken in French as well as English. However, there is scope to enhance this further, by embracing all languages spoken by children during these activities.

Book areas are attractively laid out, comfortable and provide a variety of props, such as puppets. These help children to engage with the characters, talk about feelings and act out the story using their imagination. They know the role of the author and illustrator and that the initial description provides an outline of what the story is about. Children often look at books independently, but also enjoy sharing books and listening to stories with staff. Story sacks are provided for parents to take home. This encourages children to use books regularly and develop their early reading skills.

Children have access to a well-resourced and imaginatively planned large outdoor area. A road theme with zebra crossings promotes children's understanding of safety. They allow pedestrians to cross over, and adjust their speed, slow down and stop and start their bikes, scooters and other vehicles. A three-tier water tray with different levers that children learn to operate enables them to experiment with ebb and flow. Children tackle different surfaces and levels, using a rope to pull themselves up the climbing wall. They explore different textures underfoot along the sensory pathway. Climbing apparatus and balancing beams help to develop their control and coordination. A wealth of other resources enable children to handle equipment and move about in different ways. However, outdoor play is often time-limited so that each room goes outside at different times, although staff do extend this time if children are particularly interested or engaged in an activity. Staff do not, however, plan how the outdoor space can be shared and used more effectively to enhance children's outdoor experience. This means that children do not always take full advantage of the spaces available and all the potential learning opportunities that the outdoor environment provides.

Children have lots of opportunities to practise manipulation skills, for example, through painting, cooking and playing musical instruments. When staff ask what they need to do to change the music on the television, several children say that the button needs to be pressed on the remote control. Staff ask children if they can do it, demonstrating their understanding of how things work. Children are able to use a variety of tools and

equipment effectively as they perfect their skills using these over time. For example, they use staplers and hole punchers to make books.

Babies and young children are effectively involved in sensory play. They focus well on toys that have simple mechanisms, including knobs and flaps. They learn to twist, turn and lift to achieve different effects, for example, various sounds or images. They enjoy seeing themselves in a mirror and are encouraged to point to their facial features, helping them to recognise themselves. Accessible materials tempt children to explore and make marks. They sit at the writing table as they make shopping lists, write memos and send a letter to 'mummy'. They write down messages when pretending to be a receptionist in their office. Other opportunities, such as playing in the sand, develop their coordination and dexterity. Children are developing many positive skills which will help them make a smooth transition to school.

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

Children quickly adapt to and feel comfortable with the nursery routines due to the effective settling-in arrangements in place. Children are assigned a key person, who gets to know them well. They form close bonds, resulting in children separating from their main carer with ease. Good communication with parents enables staff to meet children's welfare needs particularly well. As a result, a relaxed, harmonious atmosphere prevails, where children are happy and content. Children have access to a wide range of good quality resources which are very well organised and presented attractively. This encourages even the very youngest children to make choices and explore. They crawl over to their 'choice' board where they pull off their preferred item, for example, a building block. Staff then fetch the corresponding basket with all the building blocks so that children can play with these.

Resources in all rooms are of high quality, attractively laid out and relevant to children's interests. Staff provide enough resources to go round so that waiting for a turn does not spoil children's enjoyment; for example, all children have a glue spreader when making a picture. Children can move around safely and freely, having plenty of space to explore what is around them. Children's artwork adorns the walls, along with family photographs and other familiar people so that children feel a sense of belonging.

Well-embedded and effective hygiene practices, such as washing hands and cleaning teeth, ensure that children are developing a good understanding of their own care needs. Children learn about healthy foods, such as fruit and vegetables, and how eating these will make them big and strong. Puppets are used very effectively to engage with children and support their learning and understanding. For example, 'chef' is going to the supermarket to buy some food and children are asked to consider what healthy foods he can buy for his cooking. Puppets are also used as role models to help children sit at the table at mealtimes and use their cutlery correctly. All meals and snacks include a range of healthy options in line with the nursery's healthy eating ethos. This is further promoted on 'Fruity Friday' when children are encouraged to bring in fruit from home to share with the other children. This helps to promote healthy food choices to children and parents. Children take part in a variety of physical activities, both indoors and outside. Children march like

soldiers, swinging their arms vigorously, or tiptoe quietly like a mouse. They delight in dancing, following different actions and generally wiggling their bodies along with music. Babies crawl and move around excitedly, busily exploring their environment. They seek out resources that delight them as they become independent learners. They pull themselves to standing, using the furniture and equipment around the room. This helps to develop children's balance, coordination and muscle tone. After all this hard work, they eagerly drink their water, ensuring that they are adequately hydrated. 'Walking Wednesday' encourages families to walk rather than drive to nursery, further promoting the importance of exercise.

Clear routines and boundaries are consistently reinforced by staff, helping children to understand what is expected of them. As a result, children follow instructions, helping with tasks, such as tidying away their toys after use. They are gently reminded to push their chairs under the table, so that other people don't trip over the legs. When using tools and equipment, children handle these safely. For example, they help themselves to scissors from the container and as they walk back to the table, they hold them with the blades closed and pointing to the floor. Staff are deployed well and provide age-appropriate guidance to help children manage their own feelings. Consequently, they learn to share, take turns and play in a harmonious way. These skills successfully prepare them for their next stage in their learning and their transition into other age-related rooms and on to school.

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

Children's welfare is promoted because staff are well aware of safeguarding issues. The inspection took place following a notification from the provider which raised concerns about staff suitability and practice. The inspection found that all staff are confident in their knowledge of their responsibility to report any concern to the relevant agencies so that children receive protection from harm. Four designated safeguarding officers within the nursery ensure that there is always a member of staff who staff can go to for support and guidance. An outside independent safeguarding adviser provides a 'critical eye' to ensure that staff's knowledge is robust and procedures are strictly adhered to. Safeguarding is given high priority and is used as a discussion point at every staff meeting. Regular scenarios and quizzes regarding child protection issues ensure that staff's understanding is secure. Staff are fully aware of the whistle-blowing policy, should they have concerns regarding any of their colleagues' conduct towards a child. The management team have a good knowledge of safe and rigorous recruitment procedures so that staff are suitably vetted and competent to fulfil their roles. Return to work interviews after sickness absence, combined with regular supervision sessions and appraisals, ensure that staff's ongoing suitability is thoroughly scrutinised. Potential hazards inside and outside the nursery are minimised. Staff carry out daily checks and observe children, responding to situations as they arise; for example, they check that none of the outdoor play equipment is slippery before children go outside. Documentation for the safe and effective management of the setting is well organised, regularly reviewed and updated to take account of best practice and current legislation. This helps to ensure that the nursery effectively promotes children's safety and well-being.

A thorough induction ensures staff are supported in being able to learn how the nursery operates on a day-to-day basis. This includes a clear understanding of its policies and procedures. A questionnaire at the end of the induction period tests that their knowledge is sound. A probationary period follows, whereby staff get to know the individual needs of children in their group, so that children feel safe and secure. During this time, mentoring arrangements ensure that new staff are supported well, while their practice is observed. They receive regular feedback to discuss their ongoing development. All staff are able to access regular training based on skills, interests and professional development needs. This ensures that staff have up-to-date information and skills to support children effectively. They work well as a cohesive and motivated team and are all fully aware of their roles and responsibilities. This makes for a seamless yet flexible routine.

The nursery has good arrangements in place to share verbal and written information with other settings. Contact is initially made by telephone to introduce themselves and provide an opportunity to discuss all aspects of children's development and general well-being. This ensures continuity of children's care and learning and makes the transition from one setting to another as smooth as possible. Staff establish secure partnerships with other professionals and agencies to strongly support children and help them reach their potential.

Leadership and management is strong and characterised by a shared sense of purpose, supportive teamwork and a real desire to improve all aspects of the provision. The manager conducts room observations, looking at adult-led activities to ensure these are carried out effectively, for example, story time. She observes how the session is planned and organised, taking into account the environment, numbers and ages of children and the size of the group. She observes how staff engage with children, ensuring they use voice intonation and props to capture their imagination. Feedback is given to the member of staff at the end of the session, identifying strengths and areas for improvement if necessary. This helps staff to continually reflect on the quality of their practice and adapt it accordingly, ensuring it makes a positive difference to children's welfare, learning and development. The management team welcome staff contributions, ideas and suggestions. They are keen to empower staff and delegate roles and responsibilities according to their skills and interests. This helps staff to feel valued and motivated. Self-reflection is robust and takes into account the views of parents, staff and children. The nursery welcomes all advice and works closely with the local authority in order to drive forward improvement.

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 action. 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	EY104074
Local authority	Birmingham
Inspection number	903769
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	84
Name of provider	Kidz Academy Day Nursery Limited
Date of previous inspection	06/06/2012
Telephone number	0870 403 5454

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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, which are usually the childminder's 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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