

The Kids Academy

Springhealth Leisure Club, Pools on the Park, Twickenham Road, Richmond, Surrey, TW9 2SF

Inspection date

03/06/2013

Previous inspection date

20/10/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff share affectionate and caring relationships with children and provide a welcoming environment and an appropriate range of activities and play experiences.
- The nursery staff are building secure relationships with parents and they comment on new strategies that are in place and have noted improvements.
- The nursery manager has a clear vision for how she wants to develop the nursery and involve staff parents and children in this process.
- The staff team are building their confidence in using observations and assessment to monitor children's development.

It is not yet good because

- Not all activities reflect the individual learning stages of all children and there is a lack of continuity in the planning of activities to suitably challenge more able children.
- There are inconsistencies in how creative staff are in their responses to supporting children's interests, particularly in the educational program relating to literacy.
- The organisation of meal times results in high noise levels which impacts how well children are able to communicate, and disrupts the calm environment for babies.
- Links with schools and the use of a range of resources to support children in readiness for the move to school have not been fully explored.

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.

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 spent the inspection time observing staff and children in both nursery rooms and the garden.
- The inspector sampled children's information and development records.
- The inspector shared discussion and a joint observation with the manager and spoke with staff.
- Parents' views were gathered through discussion with parents and some written comments they had submitted in the nursery suggestions box.
- Safeguarding was discussed with staff and the manager and the nursery's policy was sampled.

Inspector

Jane Nelson

Full Report

Information about the setting

The Kids Academy registered in 2006 and is one of two settings operated by a Limited Company. It operates from a single story building located in the grounds of Pools in the Park in the borough of Richmond upon Thames, Surrey. There is an enclosed area for outdoor play. There are currently 22 children in the early years age range on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery operates from 7.30am to 6.00pm Monday to Friday throughout the year, except for the usual bank holiday closures. There is a staff team of seven staff, including the manager, who work with the children, and a nursery cook. The manager has an Early Years Degree and Early Years Professional Status. Four other staff have National Vocational Qualifications Level 3 in Childcare, one member of staff has a Level 2 qualification in childcare, and one member of staff is currently working towards a qualification. The nursery receives education funding for three and four year olds and currently supports children with English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational program relating to literacy by providing a variety of resources to challenge more able children and support children's interest in letters and words, such as, providing word banks and writing resources for both indoor and outdoor play and providing a range of opportunities to write for different purposes about things that interest children
- improve the planning and provision of challenging and enjoyable experiences for each child in all of the areas of learning and development by ensuring all activities are consistently appropriate for children's age and stage of development.

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

- monitor the organisation of meal times to improve older children's independence and provide a calm and cosy environment for babies
- develop links with local schools and investigate different resources to fully support children as the move to nursery class or school approaches.

Inspection judgements

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

The staff team share affectionate and caring interaction with children providing reassurance and creating a welcoming atmosphere. They plan and provide a range of appropriate activities and play experiences that support children in making sound progress in their learning and development. Many aspects of the nursery routine help to prepare children appropriately for the next stage of their learning such as the move to nursery class or school. For example, socialising in a group of other children, listening, taking turns and participating in routines such as circle time. However not all experiences reflect the individual learning stages of all children. For example there is a lack of continuity in the planning of activities to suitably challenge more able children in all areas of their learning. Some play experiences provided for older babies, are not suitable for younger babies and staff are not consistently flexible in providing alternatives.

Staff interaction with children overall supports their learning and development appropriately. Some staff are creative and enthusiastic in their interaction with children. For example a member of staff responds to children's request for resources they cannot see, such as asking for 'luggage' to take on an imaginary journey. Children are given an adult canvas bag from the nursery storage area, enabling them to create their own 'luggage'. The member of staff supports children through discussion and helping to organise the environment to make an aeroplane from the nursery chairs. Children take charge of the journey they are making to Tokyo. Using their imagination they refer to having their phone and computer tablet in their case, and pack some dressing up clothes. On occasion there are inconsistencies in how creative staff are in their responses to children. For example when children find a label that had fallen off a shelf they excitedly share their discovery and refer to it as being their sign. Staff respond by asking where they children found this, and explain they need to put it back instead of using this as a learning experience. For example discussing what the words may say, having name cards and different labels readily available and suggesting children copy the sign or make their own labels. Picture communication illustrations are available and used to aid communication, particularly supporting children learning English as an additional language.

Babies enjoy exploring different textures and using their small physical skills during a painting activity. Staff spend some time preparing this activity while babies sit in their high chairs watching. They are excited as they see the tray of paint approaching and staff place some paint on paper on each child's high chair tray. Older babies vocalise demonstrating their communication skills by saying 'me paint' and younger babies babble and squeal. They excitedly explore the paint moving their hands and fingers in the paint and kicking their legs in excitement. Babies make marks with their hands on the paper and squash their hands together feeling the paint squeeze between their fingers.

Children enjoy being outside on a sunny day they use their coordination and large physical skills as they climb, balance, use the slide and navigate wheeled toys. They learn about different textures and capacity as they fill and empty containers in the sand pit. Children carefully use small spades and utensils to fill buckets, and compact the sand before

upturning it and proudly announcing 'Look a castle'.

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

Children demonstrate they feel secure and safe with staff and in the nursery. Older children show increasing self confidence in their play and interaction with each other. Children generally behave well, are learning to share and take turns and are familiar with the daily routine. For example they follow staff requests to help tidy up and know when lunch time is approaching they need to wash their hands to make them clean. However the organisation of meal times and other occasions when babies and older children are together, results in high noise levels. This impacts on the general atmosphere, how well children are able to communicate, and disrupts the calm environment for babies. However these experiences help younger children form friendships which will help them settle as they move into the older group.

Children share affectionate and caring relationships with staff which helps them build confidence. Babies demonstrate they feel secure with staff by looking to them for reassurance when a new face appears and cuddling in when they feel tired or unsure. Staff follow home routines and sleeping patterns helping to provide continuity of care between the nursery and home.

Children are developing an appropriate understanding of healthy lifestyles. For example they enjoy fresh fruit in the daily snack and home cooked lunches such as mushroom risotto. Children understand that they need to wear their sun hats and have sunscreen applied before playing outside in the sun to protect their skin. They have daily exercise and out door play in the garden and the nursery staff make use of the larger public play area adjacent to the nursery to support children's energetic play. Events such as the annual sports day also help children enjoy sport and exercise, all of which encourage children's good health and physical development.

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

The manager is aware of her responsibilities in meeting legal requirements such as maintaining the required records and documentation, and adhering to the required staffing and space ratios. The staff team understand their responsibilities regarding safeguarding and child protection. They are aware of issues regarding children's welfare and staff behaviour that may cause concerns and understand the procedures to follow if these occur. Policies and procedures have recently been reviewed and updated and some in-house training has taken place with staff to make sure they understand the procedures. Staff supervise children appropriately and use daily risk assessments to monitor safety in the nursery and on outings.

The manager is newly in post and is using self-evaluation to assess where development is needed and prioritise improvements in the nursery. She has a clear vision of how to

generate improvement and use her professional experience and training to implement this over time. The manager has made use of resources such as the local authority Early Years consultant to support her in this and is using their development document to monitor the nursery provision. Some improvements have already been implemented such as, improvements to the nursery environment, how information is displayed and improved communication and information sharing with parents. Although other aspects, such as, staff training and development, reviewing some aspects of organisation, and making links with local schools and other providers are still in the process of being implemented.

Appropriate recruitment and vetting procedures are in place and implemented to ensure staff are suitable to work with children. The manager supports staff development through regular meetings with individuals which contribute to their annual appraisal. She and the deputy are good role models for staff, who are developing their confidence and enjoy their work with the children.

The nursery environment is child orientated with many resources stored at children's level, encouraging their independence. Plans are in place to improve and develop these systems with replacement of some equipment and storage to improve the environment for children. The available space is used appropriately for children to eat, play and rest safely. Although the organisation of mealtimes and how space is used then impacts on some aspects of older children's independence and the calmness of the environment for babies.

The staff team are developing their confidence in using a newly introduced system of recording observations and monitoring children's development. This incorporates the required development check for two year olds. Staff use their knowledge of individual children to generally plan activities that support children in making sound progress. They use Development matters in the Early Years Foundation Stage document and a tracking system to monitor progress and identify children's next steps. However there are some inconsistencies in teaching. For example staff do not always respond to and make effective use of impromptu learning experiences, challenge more able children and monitor that all activities are age appropriate.

The nursery has improved the way information is shared with parents. For example information is displayed creatively in the reception area, photographs and details of staff are also displayed. Regular newsletters and the nursery's social networking system, keep parents updated with events in the nursery. Strategies such as staff sending books relating to learning letters and sounds home with older children enable parents to be involved in their children's learning. There are plans to extend this by providing story sacks for younger children to take home. Partnerships with other settings are less well developed. The manager has some ideas to develop these through her contact with other early years providers. However links with schools and the use of a range of resources to support children in readiness for the move to school have not been fully explored.

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 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	EY334029
Local authority	Richmond upon Thames
Inspection number	917933
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	22
Name of provider	TKA Management Ltd
Date of previous inspection	20/10/2010
Telephone number	020 8332 9687

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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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