

ACTAcademy UK & PERFORMATOTS

St. Johns House, John Street, HARROGATE, North Yorkshire, HG1 1JZ

Inspection date	24/06/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 and well motivated to play and learn in a welcoming child-friendly environment.
- Children's communication and language are given high priority; lots of opportunities are available to develop their skills and imagination in a very positive and enjoyable way.
- The key person system is embedded well and children feel safe and secure. Partnerships with parents, carers and other professionals are strong and, as a result, children make good progress in their learning and development.
- Highly effective leadership means that all staff are well supported in their professional development and are constantly looking at ways to improve the quality of their teaching and children's learning.

It is not yet outstanding because

- Information and communication technology resources are not freely accessible to teach children to explore, understand why things happen and how things work.
- There is scope to further develop and encourage children to follow their learning without interruption and intervention from adults, to enhance their confidence in being active learners.

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 looked at resources in all of the playrooms.
- The inspector observed a joint activity with the manager/owner, observed children playing and talked to their key persons.
- The inspector talked with the manager, and looked at children's records, planning and a variety of documentation.
- The inspector looked at written responses from parents.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

ACTAcademy UK Pre-school was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a renovated building in the centre of Harrogate. The pre-school serves the local area and is accessible to all children. It operates from six main play areas.

The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager holds Early Years Professional Status.

The pre-school opens Monday, Wednesday and Friday all year round, except for August and Christmas. Sessions are from 8.40am until 12.45pm. Children attend for a variety of sessions. There are currently five children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- provide additional opportunities to encourage children to pursue their learning without interruption and intervention from adults to further enhance children's confidence in being active learners

- increase opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work.

Inspection judgements

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

The pre-school staff support children well and meet their needs effectively. The children access a wide range of activities, suitable for their age and stage of development. A good system is in place to ensure children's development progresses well, through informative observations that link clearly to the areas of learning and children's individual age and stage of development. Children's learning records are supported well by photographs of children participating in a good selection of activities. The staff have effective tracking sheets in place for each child and these are collated regularly by the manager. This enables her to identify any gaps evident in children's development and make sure these areas are immediately included within the children's individual planning. An efficient key

person system is in place; key persons take on board children's starting points through information gathered from parents, and also record the next steps in children's learning. Parents are also given opportunities to contribute to children's learning records about the things their children learn at home. This ensures children progress in their learning and development is monitored well.

Children enter the pre-school enthusiastically. They are keen to show the staff the book they have brought and together they read the story and the children talk about 'Dorothy and her red shoes'. Staff ensure that children get lots of good opportunities to develop their language and literacy skills. For example, they have a specific story time where children can choose a book to read from the good selection available, and can also take one home to share with their parents. Children move around the setting well and are very familiar with the daily routine of moving from one room to another. For example, children go to the large dance hall where staff and children set up an obstacle course. The children get very excited as they run around the different obstacles, balancing on the bench and jumping through the hoops. As the children balance on the cones, staff talk to them about the shapes of the cones and how they look like clown hats. This promotes children's understanding of shapes and develops their imagination. Children receive a lot of direction from adults during their everyday play. However, there is scope to further develop and encourage children to follow their own learning without interruption and intervention from adults to further enhance children's confidence in being active learners. Children get good opportunities to be creative; they paint a cardboard box and choose the different colours that they want to use, showing that they recognise, red, green and the 'sparkles' in the purple paint. Older children are keen to show younger children how to use the paint brushes. Children's imagination is promoted extremely well, through the planned activities that often weave many areas of learning through the imaginary play. For example, the staff explain that they are going on a magic carpet ride. Children are led to the dressing-up area to choose and collect things they want to take with them on the trip and excitedly jump on the rug. Staff extend the activity by involving the pirate boat and children look for treasure around the setting. As children collect the treasure staff encourage them to count how many pieces of treasure they have found. This stimulating activity helps children to develop their imagination, understanding of the world and counting skills.

The pre-school has some resources to develop children's development in technology. For example, children are supported and guided by staff as they take turns to ride on the electric motor scooter, pressing the pedal to make it move. However, opportunities for them to freely use and access technology resources and programmable toys to explore why things happen and how things work are less frequently available.

The manager and staff demonstrate a good knowledge of the requirement of the progress check for children aged two. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable them to accurately assess the development of children aged between two and three years and provide relevant information to aid their progress.

The pre-school has a good transition policy to help ease children's move on to other settings and school. For example, teachers have been invited into the setting to meet the

children, learning profiles are shared and reports sent to the schools to ensure continuity of care and learning for all children progressing onto school.

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

Staff support children's well-being effectively, because the key person system works well throughout the setting. Children are placed with the key person to whom they respond to best and they build strong relationships with each other as well as with the children's parents. Every child and their family receive a warm welcome in the pre-school. This helps children separate from their parents, puts them at ease, builds attachments and promotes children's confidence and self-esteem. The pre-school promotes transition well, for example, children are introduced to their new key person and parents are fully aware of who the new key person is, should this arise. Staff also visit the children's own home to further promote a safe and trusting move into the pre-school. This helps to ensure that parents and children feel happy before making the transition.

Children in the pre-school behave well. Staffs' gentle, yet firm approach with children sets them good examples on which to model their own behaviour. Staff also give children lots of positive praise, such as when children taste the pineapple for the first time staff say, 'well done for trying'. Children are responsive to the staff, they are learning right from wrong. For example, they are encouraged to take turns when crawling through the tunnel with their friends, and are given clear explanations by staff as to why it is nice to take turns and be kind to others.

Staff promote children's good health very well. They encourage lots of fresh air for children, with regular access to local grassed areas where children play with balls and run around. Exercise is also promoted well through the children having regular access to the large dance hall where they enjoy taking part in an obstacle course and lots of music and movement activities. This ensures that children benefit from a good level of physical exercise. They learn about a healthy lifestyle, through being provided with a broad range of nutritious snacks, all prepared on the premises. For example, snacks of fruit, raw vegetables and breadsticks, along with drinks of milk and water, are to hand throughout the sessions. Children of all ages have a good understanding of the importance of self-care. They independently clean their hands, using antibacterial gel before snack time and using disposable towels after going to the toilet. Children's awareness of good hygiene is further promoted through posters displayed around the setting, reminding them of why we wash our hands. Children's independence is promoted well as they independently choose toys, help prepare snacks and put on their own shoes and coats before walking to other parts of the setting.

Children's safety is promoted very well. For example, the pre-school undertakes detailed written risk assessments, enabling children to take supervised risks in safe surroundings. Resources are stored in clearly labelled units at children's level, which they safely access. The manager ensures that regular fire drills are practised to ensure that children are aware of evacuation procedures. Children are protected and kept secure within the pre-school. There are locks on all entrances and staff insist on seeing identification of all visitors and also record details of visitors. Children's safety is further promoted well as

they all sing a song about safely walking up the many sets of stairs, learning to hold onto the stair rail and walking nicely in a line.

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

Leadership and management of the pre-school is strong. Staff have a good knowledge and understanding of the signs and symptoms to look for, should they have any child protection concerns. All staff have attended safeguarding training and there is a well-written policy and procedure to follow, which staff are made fully aware of. This includes the role of the manager who takes the lead responsibility for safeguarding. The recruitment procedure is clear and fully established within the pre-school. This means that every person who works in the pre-school is properly vetted and cleared through a system which includes a thorough induction and probation period.

Staff work very effectively as a team and they are supported well to understand their roles and responsibilities. For example, regular reviews of policies are carried out during staff meetings and help staff to recognise the importance of maintaining procedures for such things as safeguarding and risk assessments. Induction, supervision and appraisals are effective tools that the leadership team use to support staff and ensure that they have opportunities for training and continual professional development. Staff ensure that all planning is completed daily and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised. This ensures children's skills and abilities are monitored and that they continue to make good progress in their learning.

The manager and staffing team demonstrate a very good capacity to maintain continuous improvement. They have completed a detailed self-evaluation to ensure they are working in line with the Early Years Foundation Stage and identify their strengths and weaknesses. They include comments from parents and children's views are also taken on board. For example, staff observe and evaluate the learning activities offered and also ask parents to complete regular information sheets about their own children's interests. This further assists staff in identifying areas for future development. The staffing team have a common sense of purpose and work effectively together to continually improve opportunities for children and to maximise their individual potential.

The pre-school has a well-established partnership with parents; the manager ensures that settling-in periods meet with parental needs. Staff make parents feel welcome in the pre-school and provide daily feedback, in addition to regular newsletters, so that parents are continually involved in their children's welfare and learning. The pre-school has good procedures in place for working alongside outside agencies in a confidential manner and with parental permission. For example, there are good links with speech therapists, local childminders and children's centres. This ensures good continuity of care for all children.

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	EY453423
Local authority	North Yorkshire
Inspection number	897006
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	10
Number of children on roll	5
Name of provider	Kelly Rebecca Nevett
Date of previous inspection	not applicable
Telephone number	01423 524885

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

