

Kiddy Academy

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

Inspection date	19/11/2013
Previous inspection date	31/01/2013

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

- The management team are committed to continuous improvement. They encourage staff development, so that staff feel valued and are enthusiastic. The self-evaluation process in place takes account of staff's, children's and parent's views for further improvement; which helps the whole team to improve the children's experiences.
- Staff keep parents well informed of their child's progress. Parents have good opportunities to contribute to their child's learning, which ensures continuity of care and learning for children.
- Outdoor play is recognised as a valuable learning experience with a good variety of activities offered to all children.
- The quality of teaching is good. Effective systems for observation, assessment and planning, together with good support from staff, help children to progress well in their learning and development.

It is not yet outstanding because

- There are limited natural resources available for babies that encourage sensory exploration.
- There is scope to further support children who speak English as an additional language to use their home language during play.

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 spoke with the management team at appropriate times during the inspection.
- The inspector observed children and staff interactions throughout the inspection both indoors and out.
- The inspector reviewed documentation, including children's learning and development records as well as some policies and procedures.
- The inspector carried out a joint observation with the deputy nursery manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Rachel Deputy

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 three 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.

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 play areas to fully support all children's language development, specifically those with English as an additional language by providing more opportunities for children to use their home language during play. For example, by incorporating children's home language into displays and labelling around the nursery
- provide further opportunities for babies to explore using all of their senses by providing resources and equipment that stimulates babies. For example, treasure baskets and textured materials.

Inspection judgements

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

Teaching is good. Staff observe children regularly; they assess their achievements every six weeks and share this information along with possible next steps for children's learning with parents. Staff effectively gather information about each child from their parents, so that they can provide appropriate activities to support their learning as soon as they start at the nursery. Parents are encouraged to be involved in their child's learning through ongoing discussions and the use of daily feedback sheets. For example, staff encourage parents and children to carry out activities, such as sharing books at home and talking together in the car about what they can see on the way home from nursery. When children become interested in colours, staff ask parents to help children find blue cars on their journey. As a result, parents feel fully informed about their child's development and how they can support learning at home. The six week assessments show clearly the areas

of learning that the children are progressing well in, and the areas where they may need additional support. This ensures that staff and parents have a clear understanding of each child's abilities and can plan effectively for their next steps. As a result, all children make good progress in relation to their starting points; which prepares them well for the next stages in their learning such as, starting school.

Staff have an effective knowledge of the Early Years Foundation Stage and a good understanding of how children learn. They provide interesting and stimulating activities that children become fully engaged with because they are responsive to children's play. This is because they plan activities based on the interests of the children so that they enjoy their learning. For example, during outdoor play, the children use large wooden blocks to build a pretend pirate ship. Staff recognise this as a potential learning opportunity and skilfully support children's emerging language skills. They ask the children questions, such as what pirates look like and where they come from. Staff also encourage children to work together as a team to build the ship; they carry heavy wooden blocks together. This helps children to develop friendships and learn to negotiate and collaborate with each other. Staff use effective teaching strategies to introduce mathematical language to encourage children to talk about the size and shape of the blocks and how to fit them together. When children become cold outside staff skilfully move the activity indoors sensitively introducing other materials and encouraging the children to use their imaginations to create pirate clothing. Children develop their physical skills and their creativity as they make eye patches and parrots for their shoulders.

Staff provide an accessible environment for younger children that encourages them to explore and experiment. For example, they enjoy playing with sand, water, paint and play dough, which they have access to all day. Staff encourage young children to make independent choices about what they want to play with; which helps to develop their self-confidence and independence. Staff actively encourage children to talk about what they are doing and what they can feel, supporting their early language development. For example, when a toy gets stuck in the cornflour and water mixture, staff skilfully introduce new vocabulary such as, 'sticky' and 'slimy'. Babies are encouraged to experiment with some new textures, such as paint and paintbrushes. However, there are not as many natural resources to fully support babies' sensory development. Staff interact well with small babies, repeating the sounds they make and using lots of positive body language. For example, they clap babies' achievements and make strong eye contact. Consequently, babies become very responsive to staff, they laugh and babble throughout activities, demonstrating their enjoyment and the strong bonds they have with their key person.

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

Children form close bonds with staff and their key person who works closely with parents to provide continuity in children's routines. Parents are encouraged to share information about children's care routines and preferences. This ensures that all children's needs are fully met and helps to ease the transition from home to nursery for children. Children are given comfort and reassurance when they are new to the setting. Consequently, the

majority of children settle quickly and have a secure base for learning. Parents know who their child's key person is and are able to discuss issues and seek advice about how to support their child's well-being and development. For example, parents feel confident to ask staff about toilet training and are given strategies to try at home. Children demonstrate their close bonds with staff as they come to their key person for a cuddle and snuggle in beside them to share a story. Staff teach children very well to develop good hygiene practices to prevent the spread of infection. For example, children respond well when they are reminded to wash their hands before eating and after using the toilet. Children are provided with breakfast, lunch, tea and snacks, which are freshly prepared on site and are healthy, balanced and nutritious. The daily routine includes time for children to go outside in all weathers, run about and benefit from fresh air. Children at the nursery show self-confidence as they develop a range of physical movements and balancing skills in the large outdoor play area. They independently use bicycles and small climbing apparatus. Children enjoy the natural resources available outside as they sweep up leaves and talk about why they have fallen off the trees, developing their understanding of the world.

Behaviour throughout the nursery is very good, children happily take turns, share and cooperate with each other. Staff are positive role models for the children. They treat them with care and respect and calmly reinforce boundaries within the nursery that ensure children are safe and well-cared for. Consequently, children are developing positive attitudes towards each other. For example, when a child struggles to get sand out of a brush another child gets off his bike and comes over to help. He is congratulated for his kindness by his key person, which makes him feel valued. Children's understanding of safety issues is demonstrated well through their play and as they move around the building. For example, pre-school children understand why they need to hold on to the banister rails as they go up and down stairs. All staff create a calm environment and children are given time and space to complete tasks, such as putting on wellington boots, at their own pace.

Children are provided with a range of activities that, generally, promote their awareness of difference. For example, children celebrate a range of cultural festivals, such as Chinese New Year and. Staff help children with English as an additional language to settle and feel welcome by asking parents to provide examples of key words spoken in the child's home language. However, there is scope to provide further opportunities for children with English as an additional language to use their home language during play. Staff at the nursery ensure children can manage self-help skills such as toileting alone and put their own coats on, all of which are used to ensure that children benefit from a smooth transition to school. Transitions within the nursery are managed well. Children have the opportunity to see other members of staff throughout their nursery day. Each child's key person accompanies them for an initial period into the next room. This helps children settle more quickly and gives them the emotional security they need while adjusting to a new room.

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

There are clearly written policies and procedures in place to ensure the safeguarding and welfare of children. Policies and procedures are implemented effectively to ensure children's safety and welfare. All staff know and fully understand their roles and responsibilities in relation to safeguarding children. The manager and staff of the nursery are very vigilant regarding keeping children safe and closely observe all children in their care. There are very effective recruitment, vetting and induction procedures in place, to ensure adults caring for children are suitable. All of the required records, policies and procedures, including risk assessments and emergency evacuation practices are in place. These have been reviewed, evaluated and modified during a recent audit completed in partnership with the local authority.

The management team ensure that all concerns are logged appropriately and swift action is taken to resolve any concerns parents may have. As a result, the nursery is responsive to the needs of parents and children. The inspection was brought forward following an investigation by Ofsted into concerns about staff qualifications, staff deployment and grouping of children. The concern was that these aspects of the provision were poorly managed and consequently children had sustained injuries. The inspector found that accidents and injuries are recorded appropriately and a member of staff with an appropriate first aid qualification is always on site to deal with minor injuries. The management team have acted upon the concern raised and have successfully worked hard to put a number of approaches in place. For example, the number of staff working with the younger children has been increased and more staff with level 3 qualifications have been employed. The nursery has also been reorganised to ensure that there is now a well-equipped, designated room for two-, to three-year-old children.

Good quality teamwork is a key strength of the nursery. The nursery is owned and run by a mother and daughter management team who demonstrate a strong capacity to improve. They regularly check the quality of teaching and provide staff with helpful guidance on their delivery of activities and effectiveness of their interactions with children. Further regular monitoring ensures staff continue to take responsibility for improving any areas of their practice. They are offered well-targeted support and set ambitious targets, which contributes significantly to improving the provision and provides better learning opportunities for children. Staff have regular opportunities to develop their skills through training. They are keen to ensure that their professional skills are developed further. This means the learning opportunities for children are continually revised and improved. Staff talk enthusiastically about their work, morale is high because they feel well supported and their suggestions and ideas valued. The management team have high expectations and communicate these clearly to staff. As a result, everyone works together and demonstrate a clear drive to make sure that the nursery continues to develop. There are effective arrangements in place for sharing information with other providers, schools and other professionals, to identify children's needs and help them make good progress. As a result, children develop confidence and are well prepared for the next stage of their learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	917915
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	43
Name of provider	Tynwald Hill Day Nursery Ltd
Date of previous inspection	31/01/2013
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, 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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