

The Little Academy Day Nursery

1040 Manchester Road, BRADFORD, West Yorkshire, BD5 8NW

Inspection date

Previous inspection date

13/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff know children well and they use effective teaching skills, which mean all children make good progress given their starting points. As a result, children are well prepared for the next stage in learning.
- Staffs' caring and sensitive manner helps children to form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Children's needs are effectively met by enthusiastic staff, who are supported well by the strong leadership and management team.
- Staff fully understand the arrangements for safeguarding. They are clear about the procedures if they have a concern about a child in their care, which means children are safeguarded.

It is not yet outstanding because

- There is scope to enrich opportunities for children to see their home language in print throughout the learning environment.
- There is scope to strengthen the partnerships with parents in order to plan together and think through ideas of how to move their child forward.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities in the baby/toddler room, pre-school, outdoor play areas and spoke to staff and children at appropriate times during the inspection.
- The inspector met with the manager and staff team, looked at children's development records, evidence of suitability and qualifications of staff working in the nursery and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector carried out joint observations with the manager.

Inspector

Donna Green

Full report

Information about the setting

The Little Academy Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted retail building and is situated in the Manchester Road area of Bradford, West Yorkshire and is managed by the provider. The provision serves the local area. There are two main playrooms and a baby room available for children. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff; of these, two hold appropriate early years qualifications at level 2, five at level 3 and two at level 5. There are currently 62 children on roll in the early years group who attend for a variety of sessions. The nursery operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children. The nursery supports a number of 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:

- maximise opportunities for children to use their home language in their play and learning, for example, by using key words and print or signage in the learning environment
- strengthen the partnerships with parents by promoting an ongoing dialogue or sharing of regular two-way observations of learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

Inspection judgements

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

Staff have a good knowledge of how children learn and effectively promote and support children's development. They spend time assessing children's starting points and abilities through regular observation and completing individual development trackers. These observations form a good understanding for staff, enabling them to effectively plan and provide activities to challenge and engage children in their learning. Children benefit from individually planned activities, ensuring those with differing abilities and interests are catered for. Children are making good progress in all areas of learning and are well prepared for their next stage of development and eventually school. Children who speak English as an additional language are also making good progress as they are effectively supported by bilingual staff. Parents have access to children's files and staff share

assessment information with parents. However, there is scope to enhance the partnership with parents to promote children's learning at home, such as providing parents with more opportunities to discuss their child's learning.

There is a good mix of adult-led and child-initiated activities, enabling children to learn through a variety of rich resources. Babies have access to musical toys, shape sorters, a soft cosy cushion area and sensory play items, which enables them to freely learn through play and exploration. Older children have access to sand and water and they actively explore such media through their play. They share resources as they mix the sand and water together. The seven areas of learning have depth and breadth, both indoors and outdoors. Equipment is well organised, helping to effectively promote learning and development for all ages. Bright and interesting displays celebrate children's achievements and support further learning. For example, there are a variety of number and letter displays and as a result, children are developing number names and language and showing an interest in print in the environment. However, there is scope to enrich opportunities for children who speak English as an additional language to see their home language in print throughout the nursery. As a result, the potential to use their home language in their play and learning is not fully maximised.

Staff communicate with children enthusiastically and this helps to promote their engagement and motivation in learning. They have a good knowledge of the Early Years Foundation Stage and are skilful at extending learning and providing opportunities for further development. For example, as pre-school children play in the water tray, staff encourage them to investigate and think about items that may float or sink. This activity is led by an enthusiastic member of staff who uses good open-ended questioning to engage the children in thinking critically and being active participants in their own learning. Communication development is promoted by staff who communicate consistently well with children, introducing new vocabulary as they speak. Children are also encouraged to communicate together and friendships are well established. Consequently, behaviour is exceptionally good; children play cooperatively together and are socially confident.

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

Children are happy, confident and independent in this warm, stimulating and friendly nursery. They have formed close attachments with staff and often seek out familiar adults for reassurance and support, should it be required. Staff effectively respond to children's physical and emotional needs and as a result, they play comfortably and enthusiastically. Positive relationships are extended between parents and staff, reinforcing the emotional well-being of children. Staff greet and welcome children into the room, which ensures they feel valued and cared for. Parents comment that staff are 'friendly and welcoming' and that they 'feel at ease to leave their child'. Children arrive happily, wave goodbye to parents and quickly settle into their environment. Older children demonstrate high levels of independence and competently manage their own care needs. For example, children independently put on their own coats prior to going outside, put on aprons before craft activities and make choices about what they would like to do. Effective systems are in place to support children as they move rooms, such as discussions with new key persons and settling-in visits. Consequently, children experience continuity and consistency of care

and learning. Settling-in procedures are flexible and communication with parents regarding children's needs and routines is well documented. As a result, children are well cared for by attentive and informed staff.

Children of all ages are exceptionally well behaved because staff expectations are consistently clear. For example, staff remind children, 'please listen to my instructions' and to 'use please and thank you'. Clear behaviour expectations are reinforced and all staff have attended training on the management of children's behaviour. Consequently, children show a secure level of understanding of the behavioural expectations in the nursery and behaviour is consistently good. Children are provided with a variety of healthy meals, which are prepared freshly on site by a nursery cook. Those who have special dietary requirements are safely managed and weaning babies are gradually introduced to a selection of new foods. As a result, children's good health is promoted by a balanced and nutritious menu.

Children manage their own hygiene needs well and fully understand the importance to wash their hands before meals, in order to maintain hygienic standards. Meal times are both a social and learning experience and children anticipate their meals with excitement. For example, staff sit with children and engage them in conversation, talking about the food they are eating. As a result, children are developing their understanding of different food types and healthy eating. Children's understanding of safety is supported as they are encouraged to take appropriate risks. For example, children negotiate steps up and down the slide as staff sensitively support them. Risk taking is positively celebrated through genuine praise from staff, helping to support children's confidence and independence. Children have access to a variety of outdoor play equipment; they enjoy playing on ride-on toys, bikes and the slide. The outdoor area provides children with plenty of room for movement. Children have daily access to the outdoor area and have a wealth of opportunities to exercise, which helps them to learn about the importance of a healthy lifestyle.

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

The safety and welfare of all children is a high priority for staff and management. Procedures are well embedded and staff have a good knowledge and understanding of how to protect and safeguard children. Staff are fully aware of their safeguarding responsibilities and know what to do in the event of a concern about a child in their care. Risk assessments and monitoring of the environment ensure that the nursery is safe at all times. As a result, children access play and learning opportunities in a consistently safe environment. Staff are well deployed and children are effectively supervised, so ratios are met at all times. The management team complete robust recruitment procedures during the selection and employment of staff, including qualification checks, reference verification and ensure suitability to work with children. This means that children remain safe and protected. Staffs' ongoing suitability is maintained by inductions, appraisals, training and observations of practice. Comprehensive procedures completed by management ensure that the nursery is a safe and happy environment.

The management team have a clear vision for the nursery. They are passionate, motivated and aspire to improve. This positive attitude translates to staff. As a result, teamwork is effective and there is a fully involved and committed staff team. Room leaders have regular meetings with management to discuss children, staff and nursery issues. Also staff meetings provide an arena for staff to contribute ideas. As a result, the manager is informed and able to closely monitor and evaluate the quality of practice and teaching. The nursery has a clear and effective development plan in place, identifying priorities for improvement, including contributions from parents, local authority advisors and an outstanding provider. The management team consult with parents through questionnaires and a suggestion box, to understand their views and inform actions to improve. This demonstrates they value parents' views and are responsive to their users.

Planning and assessment is clear and consistent and tracking documentation enables staff and management to fully understand children's progress. Leadership procedures and practices for monitoring the quality of the nursery are effective, resulting in a cohesive team and consistent practices. A welcoming environment and positive relationships between parents and staff allows for plenty of informal discussions each day. Questionnaires and a comments box are used to seek the views of parents. Parents can access information through the parents' board and nursery newsletter. Effective working practices have been developed with local authority advisors, local children's centres, other providers and the management team works closely with the local schools to build secure transition links. The management team values and welcomes support from external agencies and recognises the importance of effective collaboration. Overall, the management team works well with others to create a welcoming and friendly nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY463380
Local authority	Bradford
Inspection number	943814
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	62
Name of provider	Shama Amin
Date of previous inspection	not applicable
Telephone number	07446896035

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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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