

Kiddy Academy Wavertree

Wavertree Childrens Centre, 85 Wellington Road, Liverpool, L15 4LE

Inspection date

Previous inspection date

23/05/2014

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

- Good teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are very well-motivated to learn and make good progress, relative to their starting points.
- All practitioners are very good role models of appropriate behaviour and work closely with parents and external agencies. As a result, all children are very well-behaved and prepared for their next stage in learning, including school.
- All practitioners have a very good understanding of their roles and responsibilities in relation to child protection and safeguarding children. Consequently, children are well-protected and kept safe from harm.
- The setting is managed very effectively, with a strong emphasis placed on monitoring and evaluating the provision. This means that managers are very clear about how to promote continuous improvements and enhance the outcomes for children's learning and care

It is not yet outstanding because

- There is scope to enhance the range of natural resources, to provide further support for open-ended play opportunities.
- There is capacity to review the labelling on storage boxes in the learning environment, to provide further support for literacy development.

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 a range of policies and procedures, including those for safeguarding and recruitment of practitioners.
- The inspector had a tour of the premises and observed children in the playrooms and outdoor area.
- The inspector looked at children's learning journals and observation, assessment and planning documentation.
- The inspector spoke with the setting managers, individual practitioners and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with one of the nursery managers.
- The inspector took into account the views of parents and carers spoken to on the day and from written comments.

Inspector

Lynnette Kobus

Full report

Information about the setting

Kiddy Academy Wavertree was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings run by a limited company. It is based within self-contained rooms in Wavertree Children's Centre in Wavertree in Liverpool. Children are cared for in four playrooms and there is an enclosed outdoor play area. The setting employs 16 members of childcare practitioners, 12 of whom hold appropriate early years qualifications. They include one practitioner who holds Early Years Professional status and nine practitioners who hold a childcare qualification at level 3. The setting employs four apprentices, who are working towards appropriate childcare qualifications. The setting is open Monday to Friday, all year round with the exception of bank holidays. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 71 children attending, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities and 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:

- extend the range of natural resources, to provide further support for open-ended play opportunities
- review the labelling on storage boxes in the learning environment, to include words and corresponding pictures, to provide further support for literacy development.

Inspection judgements

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

Teaching is consistently good. As a result, children thrive and are well-motivated to learn in this high quality setting. Practitioners provide an exciting, stimulating and well-organised environment, both indoors and outdoors. This ensures that all children make good progress in all areas of learning and development and are well-motivated to learn through their play. There is a sharp focus on helping children to acquire communication and language skills and in supporting physical, personal, social and emotional development. Practitioners join in children's play to role model and extend vocabulary, appropriate to each child's stage of development. Children develop their communication and language skills as they show interest in familiar sounds. Practitioners encourage children to repeat familiar words and give opportunities for them to speak and listen in their own language in order to participate fully. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate.

Practitioners are very good at supporting children who speak English as an additional language because there is a sharp focus on children's communication and language development. For example, dual language books and role play areas support these skills. A range of multi-cultural resources positively promotes respect for all cultures, through rhymes, song and expressive arts. Therefore, children who speak English as an additional language make good progress. Children read and write as appropriate for their stage of development and they particularly enjoy story time, with practitioners who engage children's interests very well. However, there is capacity to review the labelling on storage boxes in the learning environment to provide further support for literacy development. Practitioners work closely with parents and appropriate professionals to ensure that children who have special educational needs and/or disabilities make good progress, relative to their starting points.

Babies engage in varied physical experiences as they bounce, roll, squeeze and throw. Practitioners support and encourage them to stand and walk using furniture and toys in their playroom and outdoors. Babies join in action rhymes, clapping their hands in time to the music and saying some words, appropriate for their stage of development. Therefore, babies enjoy their time in the setting and make good progress. Older children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively, for example, with construction kits, digging for bugs and climbing. As a result, they develop their physical skills very well. Children have access to resources which supports their understanding of technology. However, there is scope to enhance the range of natural resources to provide further support for open-ended play opportunities.

Practitioners enthusiastically plan learning, using the information gathered from parents on entry to the setting. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile and a record of learning that identifies their learning and progress. Parents contribute to learning booklets that are sent home on a regular basis as a communication tool. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time in the setting, accompanied by explanations relating to how children learn. As a result, excellent relationships are contributing towards children's learning and progression. Furthermore, very strong links with parents, who fully contribute towards learning activities, mean that children are well-prepared for their next stage of learning, including school.

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

Practitioners support children to feel secure and confident through routines and close relationships with their key person. They fully engage in their activities and experience varied and imaginative learning opportunities, based upon the individual interests of each child. To help prepare children getting ready for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring

interaction between practitioners and children ensures that all children form positive and trusting relationships. Children settle well because practitioners find out good information from parents about their child before they start at the setting, to ensure that every child's needs are known and effectively met.

Practitioners effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes children help to serve their own meals and choose from a healthy varied menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Pre-school children take it in turns to be lunch monitors, which helps them to prepare for school. Practitioners act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and positively promoting healthy foods. Children are able to manage their own self-care appropriate to their age because all practitioners provide good guidance and give them time to complete tasks. Furthermore, children learn to challenge themselves and take risks, such as jumping further and climbing higher, supported by practitioners who encourage children to 'have a go'.

Practitioners' role model and use positive communication strategies to help children understand about acceptable behaviour. Behaviour management training is very well-embedded and practitioners share their good knowledge to support parents' understanding of positive behaviour management. Consequently, children's behaviour is very good. This ethos is consistent throughout the nursery, resulting in very good progress in personal, social and emotional development for all children.

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

Safeguarding procedures are very robust. All practitioners prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners are fully aware of the setting's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor practitioner's performance within the setting and ensure that practitioners are deployed effectively, according to qualifications and experience with specific age groups of children. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensures that children's safety remains paramount.

Robust recruitment and vetting systems ensures that all adults working with children are suitable to do so; therefore, children are kept safe. Strong partnerships with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of how to effectively monitor all children's skills, abilities and progress. Interventions are sought at the earliest stage to identify any individual falling behind their peers or below their expected achievements. This results in children's needs being met effectively because of strong partnership with

appropriate professionals.

Leadership is very good and focused improvement plans are in place to secure continuous improvement. All practitioners share a vision to provide an excellent service for children and their families, therefore, making a positive difference to their lives. They are very well-motivated in their continuous professional development and are continually seeking ways to improve. Very good partnerships between parents, external agencies and other providers are evident and well-established. These contribute to meeting children's individual needs effectively. The setting works closely with local schools and the local authority, who provide training and support. Effective communication systems ensure that parents are kept fully informed of their children's progress. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. This means that children are very well-prepared for their next stage in learning and well-prepared for their transition to school.

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	EY470958
Local authority	Liverpool
Inspection number	942713
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	71
Name of provider	Kiddy Academy Wavertree Limited
Date of previous inspection	not applicable
Telephone number	07793133565

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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.

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.

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