

Mini Academy

Royston Meadstead Primary School, Meadstead Drive, Barnsley, S71 4JS

Inspection date

Previous inspection date

09/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- The provision gathers information from parents when their children join the setting. As a result, staff are able to assess children's starting points.
- Children have opportunities to develop their independence skills through routine activities, such as snack time.
- There is a clear focus on supporting the children's personal, social and emotional development and keeping children safe. This means that children are happy, confident and safely use the equipment provided. Staff fully understand their role in safeguarding all the children and know how to follow safeguarding procedures.

It is not yet good because

- Staff do not consistently plan for children's individual learning needs, resulting in activities not being challenging for some children. Staff do not engage parents in their children's learning to provide opportunities for further learning in the home environment.
- There is not yet a system in place to assess the progress children have made from their starting points, meaning gaps in learning are not quickly identified.
- Teaching skills are not consistently high, resulting in some children missing opportunities to develop and extend their learning further.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector conducted a joint observation with the assistant manager.
- The inspector held a meeting with the manager of the nursery and spoke to staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked suitability records and qualifications of all the staff working with children.
- The inspector spoke to parents, staff and children present on the day of the inspection.

Inspector

Eleanor Proctor

Full report

Information about the setting

Mini Academy was registered again in 2013 on the Early Years Register and the compulsory part of the Childcare Register when the governing school became an Academy. It operates from a purpose-built extension at Meadstead Primary Academy in Barnsley. The setting is part of the Sure Start Children's Centre provision that is managed by the governing body of the school. The setting serves the local area and is accessible to all children. There is a secure area available for outdoor play. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 6. The setting opens Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. Children attend five sessions each per week for three hours a day. There are currently 22 children on roll. The setting provides two-year-old entitlement and funded early education for three- and four-year-old children.

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 programmes by ensuring staff use observations and assessments effectively, to plan for all individual children's next steps in learning and improve the quality of learning experiences and provide challenge for the children
- ensure there are systems in place to monitor children's progress, in order to identify and address any gaps in their learning.

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

- explore a range of methods to engage parents in their children's learning, providing opportunities for further learning in the home environment
- improve teaching and learning experiences for all children by deepening staff's understanding of how children learn and develop, to ensure staff skilfully question children during play to maximise learning opportunities.

Inspection judgements

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

Staff provide a wide range of resources for children to investigate and explore. For instance, large tubes are available in the playground and children are encouraged to

experiment with various sized resources to investigate which ones will roll down the tube. Children develop mathematical skills as they count objects through routines and during play. For example, a staff member reads the familiar story about the caterpillar to a small group of children, encouraging them to help her count the food as they finish each page. Children enjoy singing the song about five little speckled frogs at group time and delight in counting aloud the number of frogs as they sing. They develop an understanding of the natural world and living insects as they explore mini-beasts with magnifying glasses. Children develop early writing skills as they enjoy mark making in the jelly tray.

Staff use information from a home visit with parents before the child's first day at the setting to assess a starting point for each child's learning and development. However, staff do not continue to gather information from parents or provide parents with home learning ideas. As a result, children do not have the opportunity to fully extend their learning experiences in the home environment. Staff observe children at play and record their achievements through written records and photographs. However, there is no method to track children to be sure they are making the progress they should. Consequently, the educational programmes lack depth or breadth and do not target children's individual next steps in their learning and development. This means that any gaps in learning are not quickly identified, meaning gaps are not closing rapidly. However, children are keen learners and enjoy the activities on offer. Children are engaged in their learning and interact well with staff and other children.

Children have opportunities to develop their social skills during group time, where they can learn to take turns, pay attention to one another, speak aloud and become involved in discussions. For example, during a favourite activity when small items are hidden in a box, children wait excitedly for their turn to collect an item from the box then discuss it with the group. Staff use songs during group time to ensure children are fully engaged in the activity and keep their attention on the task. Children generally enjoy their time at the setting and become involved in free play experiences. They enjoy making use of the glitter and glue to create bumble bee pictures. Sand play provides opportunities for children to explore weight and measurements, which staff support well. Children have access to outdoor play which, on occasions, is free choice, meaning they can decide to play indoors or outdoors, supporting their independence and self-choice skills. Staff provide a wide range of activities to develop children's physical skills. For example, children throw rubber rings onto plastic poles to practise and develop their throwing skills. However, opportunities to develop children's understanding of the natural world are not always seized upon. For example, children are asked to go indoors as the weather changes and it begins to rain. This results in children not being able to explore and experience play in different weathers.

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

The key person role is well established as children and parents know who their key person is and the role they play. There are good levels of attachment between staff, children and parents. This encourages children to mirror good, caring behaviour. Parents comment that the setting is inviting and friendly and that their children are really happy. Children demonstrate close relationships with caring staff and confidently interact with visitors,

which shows they feel safe and emotionally secure within the setting. Staff provide children with plenty of time to become absorbed in their free play tasks. Children receive praise from staff for their achievements and positive behaviour through the setting's 'wow' wall. This develops children's self-esteem and confidence. As a result, they behave well and their personal, social and emotional skills develop steadily as staff effectively support them to relate well with each other. This also prepares children emotionally for coping with changes in their lives, including the eventual move to school.

Staff encourage children to be independent learners and develop future life skills. For example, children select their own cup and plate at snack time, pour their drinks and make independent choices as they select which fruit they would like to eat. However, some incidental learning opportunities are not fully recognised, such as encouraging children to find their own name card and water bottle. Children enjoy freshly prepared healthy snacks and enjoy sitting together to discuss the different fruits on offer. This provides opportunities for staff to talk with children, developing their communication and language skills. Children are encouraged to wash their hands before snack, after playing outside and when they have engaged in messy play. This provides children with an understanding of personal hygiene and encourages a healthy lifestyle.

Staff actively remind children of the dangers around them and teach them how to stay safe. For example, at snack time, a staff member asks a child not to walk around eating and reminds them why it is safer to sit still while eating. Children's behaviour is good and the staff are appropriate positive role models. Therefore, children begin to show that they understand the boundaries and safety rules when given gentle reminders from staff, such as tidying away resources when they have finished and hanging coats on pegs after playing outdoors. The setting has good partnerships with other settings and professional agencies for children within the setting. For example, the setting has good transition procedures for children moving into reception class at the on-site school.

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

The manager and staff understand their role and responsibilities in meeting the safeguarding and welfare requirements of the statutory requirements for the Early Years Foundation Stage. All staff undertake suitable safeguarding training before their employment begins. This ensures all staff are fully aware of their duties to protect children in their care. Staff demonstrate what they should do if they have concerns regarding a child's safety and well-being. They know how to respond to allegations being made against a member of staff and who to contact. As a result, children are safe and protected while in their care. Managers have robust recruitment, vetting and induction policies and procedures in place to ensure staff are suitable and hold valid qualifications to work with children. Security in the setting is high and there are restrictions on who can enter the setting at all times, meaning children are kept safe.

The manager and the assistant deputy manager are fully aware of their responsibilities to provide ongoing support and guidance for the staff. The assistant deputy takes part in regular staff observations of interactions between staff and the children. Although,

identified weaknesses in practice are discussed with staff, the process is not yet fully effective in tackling the inconsistencies in teaching, planning and assessment. Consequently, children make satisfactory rather than consistently good progress. The manager has systems in place to monitor training and professional development for staff, which identifies any staff member requiring further training. The staff team undertakes the progress check for children between the ages of two and three years, which ensures staff are able to make early identification of any learning support needs children may have. This enables staff to seek additional help for children in this age group quickly.

The setting uses a self-evaluation system provided by their local authority and have recently received an early years award, reflecting the way in which it is being used to help identify future improvement. Self-evaluation is moderated by the local authority advisors who set actions for improvement within the setting. This is shared at community based meetings where other local settings assess each other's procedures. This helps the setting to identify weaknesses in which they can begin to set plans for development. The manager holds supervision meetings with staff to discuss their roles and where improvements can be made. The feedback from parents spoken to highlight that they value the service provided. Parents' comment how they are pleased with how their children have settled, that staff are friendly and approachable and always take the time to talk to them at the end of the session. Parents are happy with the quality of care provided.

The Childcare Register

The requirements for the compulsory 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	EY470809
Local authority	Barnsley
Inspection number	943687
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	22
Name of provider	Academies Enterprise Trust
Date of previous inspection	not applicable
Telephone number	01226700283

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

