

Kiddy Academy Hunts Cross Ltd

Units 37-39 Meridian Business Village, Hansby Drive, Speke, LIVERPOOL, L24 9LG

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| Inspection date | 18/12/2014 |
| Previous inspection date | 17/11/2011 |

| 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 benefit from educational programmes that are tailored to their needs and interests. Teaching and learning is good and in particular, children's communication and language skills are very well promoted.
- Staff have a secure knowledge and understanding of safeguarding practices and fully understand their role in keeping children safe.
- Staff build positive relationships with both parents and children because there is an effective key-person system. Therefore, children's emotional well-being is fully supported as their individual care needs are met.
- The management team is well established. They have a clear vision for the nursery and are developing well-targeted improvement plans. This positive approach continually improves the quality of children's learning and play.

It is not yet outstanding because

- The management team has not yet fully maximised the systems for performance management. Staff do not frequently share their knowledge and expertise with each other, in order to build on their already good practice, so that children make the best possible progress.

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 children's assessment records and the planning documentation.
- The inspector spoke to children and staff and observed play and learning activities within the playrooms and outdoors.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector carried out a meeting with the management team. She checked the evidence of qualifications and suitability of staff and looked at a range of action plans, policies, procedures and documentation.

Inspector

Kellie Lever

Full report

Information about the setting

Kiddy Academy Hunts Cross Ltd registered in 2010 and is one of three settings operated by a limited company. It is based within self-contained premises in Hunts Cross, a suburb of Liverpool. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are cared for within four main playrooms and have access to an enclosed area for outdoor play. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 20 members of staff. Of these, two hold appropriate early years qualifications at level 4, 12 at level 3, five at level 2 and one with an early years degree. The nursery operates each weekday from 7.30am to 6pm, all year round with the exception of bank holidays. There are currently 93 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is supported by the local authority early years team.

What the setting needs to do to improve further

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

- sharpen further the focus on systems for performance management, for example, through more precisely evaluating the impact of peer observations, in sharing staff's expert knowledge and very good practice, so that children make the best possible progress.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. Consequently, children take part in a range of interesting, challenging activities that cover all areas of learning. Parents are encouraged to provide information when their child starts, this gives staff a detailed picture of each child's starting points and this contributes towards their baseline assessment. Observation, planning and assessment arrangements are firmly in place. Staff correctly identify emerging interests and needs and correctly link these to early years outcomes. Comprehensive trackers are in place for each child and are used effectively in collating evidence for staff to identify if children are meeting expected outcomes or not. The quality of teaching is consistently good. Staff use effective teaching methods, such as skilfully questioning children, encouraging them to express their own ideas and to persevere and keep trying. For example, staff teach children to recognise different shapes and colours and although they do not get these right every time, children's determination continues as staff give constant reassurance and praise children for their effort. As a result, they demonstrate a real sense of achievement and have a positive attitude towards learning.

Children are happy, inquisitive and enjoy their time at the nursery. Staff provide a welcoming and stimulating environment where children learn through play and exploration. For example, older children build structures and play picture-recognition games. Staff support children's mathematical knowledge as children use electronic pads to problem solve as they piece puzzles together. Children's imagination is sparked as staff join in with their role-play games. They are also developing their understanding of the world as they take part in detailed discussions about significant events that they have experienced, such as visiting Santa. Children have many opportunities to make marks, both indoors and outside. For example, children use paint and crayons to create their own pictures. Staff also encourage children to make marks in different materials, such as foam and sand. This supports all children in developing pencil control and effectively promotes their early literacy skills. Babies explore different textures, such as leaves and soft spaghetti. They enjoy praise as staff encourage their efforts during play. For example, when they fill and empty jugs with water and join in counting games, babies smile and giggle in response to staff's support. As a result, all children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of their learning.

Staff complete the progress check for children aged between two and three years and this is shared with parents. Parents have opportunities to become involved in their child's learning as they have access to their child learning journal, which helps them to continue their children's learning at home. Children who speak English as an additional language are well supported. Staff ask parents for words in children's home language to help them settle and continually support them to learn English. Children with special educational needs and/or disabilities are well cared for, as relevant interventions, actions, monitoring and evaluations of individual educational plans are securely in place. Consequently, children with special educational needs and/or disabilities make steady progress, relative to their starting points.

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

The key-person system is well established and children form secure bonds with the adults who care for them. Children enter the setting with great enthusiasm and are welcomed by caring, loving and enthusiastic staff. As a result, they settle very quickly and have no problems separating from their parents or carers. Staff gather information when a child first starts the nursery about their care needs. They use this information to support children in their move from home to nursery. Children are well prepared for their move on to school because staff encourage children to discuss their feelings about starting school. Staff use books and the role-play area to support children's understanding of school expectations. Staff complete a progress report for the new teacher and this gives them an idea of children's progress and learning styles prior to them starting school. Consequently, this supports children's well-being as they adjust to periods of change.

Children display a positive sense of self-esteem and confidence as they move around their environment very well and freely choose from a wide range of resources. Older children tend to their personal needs, wash their hands and are encouraged to put on aprons for

themselves. Babies are encouraged to use cutlery and hold beakers to drink from. As a result, children's independence skills are well promoted from a very early age. Children's behaviour is good because staff consistently use positive language and praise them for their efforts and achievements. Staff encourage all children to share and take turns. They talk to children about the consequences of their actions to support them in being aware of others around them. As a result, children play very well together and understand the boundaries set by staff. Staff promote children's safety well by reminding them of ways to keep themselves safe. For example, staff explain to children not to run when the floor is wet as it is slippery and they could fall. In addition to this, a wet floor sign is placed in the area for children to see. Regular fire drills take place and children know the procedures to follow. As a result, children's safety is well promoted.

Children are continually learning about good hygiene and healthy practices throughout the daily routines. For example, staff talk to children about the significance of washing their hands and body to make themselves clean. There are low-level posters of healthy food and fruit on display for children to view and talk about. Staff act as very good role models, as they sit with children at mealtimes and join in with discussions about food preferences and healthy choices. As a result, children are developing an understanding of healthy eating. Staff are aware of all children's dietary requirements, these are fully discussed with parents and there are clear procedures in place to promote children's good health and well-being. Children have access to fresh air and outdoor play, staff provide activities to enhance exercise, health and to develop children's physical skills, such as running, climbing and jumping. As a result, children have opportunities to negotiate space, challenge themselves and take risks.

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

The management team has a good understanding of the safeguarding and welfare requirements. All staff have a thorough understanding of safeguarding practices and there is clear guidance to follow should any concerns arise. Policies and procedures are effective and all required documentation is in place to ensure children's welfare is fully promoted. Most staff have undertaken paediatric first-aid training to enable them to treat any minor accidents children may have. Risk assessments are regularly updated and daily safety checks are completed. Recruitment procedures are robust to establish that all those working with children are suitable to do so. As a result, children are very well protected and their safety is appropriately maintained.

Induction procedures are effective in supporting staff to settle into their roles and understand the high expectations of the nursery. Consequently, the staff team uphold a good quality of care. Furthermore, the management team work together to monitor staff's performance and the educational programmes. They use children's trackers to evaluate this and analyse staff's assessments of children's learning. The management team complete staff supervisions in order to monitor the quality of teaching and support staff's professional development. However, they have not yet fully considered all possible ways to share and model best practice. For example, through evaluating the use of peer observations, to enrich practice and continually develop staff's knowledge, so that children

make the best possible progress relevant to their starting points.

Self-evaluation is well embedded and the management team have an in-depth knowledge in identifying areas of improvement and how these will be met. As a result, all previous recommendations have been addressed. The management team work diligently in meeting their own identified actions and have a very strong drive for improvement. They are fully aware of the future goals they want to achieve and have devised a very comprehensive, focused, improvement plan to help them to support children to make good progress. The manager understands that it is important to obtain the views of others during the self-evaluation process. As a result of this, parents and children are fully involved. Parents are kept well informed about children's learning and development with ongoing discussions and regular summative assessments. Parents are given progress reports when children leave for school. Consequently, this provides teachers with information about children's abilities and provides parents with the opportunity to contribute to their children's learning and development. Parents speak extremely highly of the setting and state 'the staff are a fantastic team and I would recommend this nursery to anyone'. Staff work closely with other professionals. For example, the local authority and other agencies, such as inclusion and health teams. These systems are well established and all contribute to meeting the children's needs and preparing them for the next stage of learning.

The Childcare Register

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| 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | EY415407 |
| Local authority | Liverpool |
| Inspection number | 851610 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 108 |
| Number of children on roll | 93 |
| Name of provider | Kiddy Academy Hunts Cross Ltd |
| Date of previous inspection | 17/11/2011 |
| Telephone number | 01513450029 |

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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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