

# Mini Academy

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



## Inspection date

22 April 2015

## Previous inspection date

9 May 2014

| The quality and standards of the early years provision                                 | This inspection:     | Good                 | 2 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Requires Improvement | 3 |
| How well the early years provision meets the needs of the range of children who attend |                      | Good                 | 2 |
| The contribution of the early years provision to the well-being of children            |                      | Good                 | 2 |
| The effectiveness of the leadership and management of the early years provision        |                      | Good                 | 2 |
| The setting <b>meets legal requirements for early years settings</b>                   |                      |                      |   |

## Summary of key findings for parents

### This provision is good

- The leadership team have made many improvements since the last inspection. The introduction of a robust system to assess what they do well and what they need to improve, has led to an effective improvement plan, consistently good teaching and positive developments in the learning environment for children.
- Leaders have developed creative ways to welcome and engage parents in nursery life. For example, home visits help children to settle swiftly and provide valuable information about children's needs, abilities and interests before they start nursery. Parents contribute to their child's on-line assessment record and participate in home learning activities.
- Systems to observe, assess and plan for children's learning are effective, therefore, staff understand how each child likes to play and learn. As a result, children show great interest in their activities which motivates them to make good progress.
- Staff work well as a team providing a well organised and balanced routine that is appropriate to children's needs and stage of development.
- Leaders and staff ensure children's health, safety and well-being are well promoted particularly where children have specific dietary or medical needs. Risk assessments are used effectively to manage changes to the premises and new and existing staff have a secure knowledge of safeguarding practices.

### It is not yet outstanding because:

- Staff miss some opportunities to stretch children's thinking and problem solving skills further, during freely chosen play and when using unfamiliar equipment for their first time.
- Staff do not have enough opportunities to observe each others teaching so they can share good and better practice and adapt the way they help children to learn.

## What the setting needs to do to improve further

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

- increase opportunities for staff to observe and share good and better teaching practice so they can further improve the way they help children to learn, in particular, the way staff challenge children to think critically by adapting their play when things do not go to plan or when being introduced to new experiences.

### Inspection activities

- The inspector observed activities in the main playroom as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and the deputy manager.
- The inspector carried out two joint observations with the managers.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures, self-evaluation and improvement planning documents.

### Inspector

Gillian Patricia Bishop

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Partnership with parents is purposeful due to effective communication from the start. The good relationship continues ensuring parents are knowledgeable about children's learning and progress and how to support this further. Staff consistently plan activities around children's interests and their next steps in learning. They keep a sharp focus on key skills for two year-olds such as their social skills, communication and physical development. As a result, children make good progress from their starting points. Group times and free play are used well to introduce new language and vocabulary when singing rhyming songs and talking with staff about what they are doing. For example, a child is supported to design his own helicopter while staff skilfully introduce new words such as propeller, and discuss how the scissors 'snip' and create wobbly lines. However, staff occasionally miss opportunities to prompt children to think about how to do things differently, particularly when their ideas do not go to plan.

### **The contribution of the early years provision to the well-being of children is good**

Children behave very well because of the calm, consistent and effective way that staff promote how to be kind, share toys and look after one another. New children settle quickly because of their strong bond with their key worker and because of the kindness shown by other children. Children secure the skills needed for school because they confidently chose their own resources, pour drinks and hang up their own belongings. Safety is given good priority at the setting. Staff have completed training in first aid, food hygiene and safeguarding. Risk assessments are adapted as required for example, during the renovation of the outdoor play area therefore keeping children safe. Access to the exciting school play area has been an asset during this time, introducing children to new equipment and skills. However, staff, although fully supervising children, miss opportunities to prepare and discuss the rules of the equipment in advance of the activity, hindering children from thinking for themselves about the new risks and rules.

### **The effectiveness of the leadership and management of the early years provision is good**

Leaders understand their roles and responsibilities well ensuring children enjoy their time at the setting and are kept safe, protected and healthy. Relevant checks about staff suitability are in place and new staff are recruited and inducted carefully. Leaders routinely monitor the effectiveness of teaching and the impact of this on the progress children make. Consequently, they are able to provide good professional support and training and identify and act on areas that require improvements. However, staff have less opportunities to observe, share good or better practice and learn from each other. Careful monitoring of children's progress by leaders and the effective implementation of the two-year-old progress check ensures any gaps in learning are identified and closed swiftly, this is particularly the case with children's communication and language development. Leaders regularly liaise with the governing body of the school and the head teacher and the transition onto school is helped significantly by close links with the foundation unit.

## Setting details

|                                    |                            |
|------------------------------------|----------------------------|
| <b>Unique reference number</b>     | EY470809                   |
| <b>Local authority</b>             | Barnsley                   |
| <b>Inspection number</b>           | 1005240                    |
| <b>Type of provision</b>           | Full-time provision        |
| <b>Registration category</b>       | Childcare - Non-Domestic   |
| <b>Age range of children</b>       | 2 - 3                      |
| <b>Total number of places</b>      | 32                         |
| <b>Number of children on roll</b>  | 25                         |
| <b>Name of provider</b>            | Academies Enterprise Trust |
| <b>Date of previous inspection</b> | 9 May 2014                 |
| <b>Telephone number</b>            | 01226700283                |

Mini Academy is registered under the management of Academies Enterprise Trust on the Early Years Register and the compulsory part of the Childcare Register. It operates from an 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 employs eight members of childcare staff, most 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. Twenty five children eligible for two-year-old funded education attend the setting.

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