

ACTAcademy UK & PERFORMATOTS

St. Johns House, John Street, HARROGATE, North Yorkshire, HG1 1JZ



Inspection date	1 February 2017
Previous inspection date	24 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
Effectiveness of the leadership and management	Good	Good	2
Quality of teaching, learning and assessment	Good	Good	2
Personal development, behaviour and welfare	Good	Good	2
Outcomes for children	Good	Good	2

Summary of key findings for parents

This provision is good

- Teaching is consistently good with some outstanding elements. The manager implements meticulous systems to monitor the progress of different groups of children and uses her findings to close any gaps in their learning.
- Partnerships with parents are excellent. Staff use exemplary channels of communication to exchange information about children's learning. They invite parents to attend workshops to find out how they can support children's learning at home.
- The playroom is vibrant and highly stimulating. It is thoughtfully planned and equipped with an impressive array of high-quality resources. Children are motivated learners, who confidently explore their surroundings.
- The accomplished manager has created a culture of ongoing reflection and evaluation. She regularly consults with parents, staff and children to ascertain their views and opinions. This helps to drive continued improvement and ensures that planned developments meet the needs of children and families.
- Staff place a strong emphasis on promoting children's developing speech and language skills. They engage children in fun activities, where they practise making different mouth and tongue movements to aid their pronunciation.

It is not yet outstanding because:

- At times, staff do not focus precisely on supporting children to develop their good listening and concentration skills further.
- Staff do not exchange detailed information with other early years settings that children attend, in order to fully complement their learning.

What the setting needs to do to improve further

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

- focus even more precisely on supporting children to further develop their good listening and concentration skills
- exchange more detailed information with other settings that children attend to complement children's good learning.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, a sample of policies and procedures and discussed children's assessments.
- The inspector spoke to parents, staff and children during the inspection and considered their views.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The setting employs a team of highly qualified staff, that teaches well. The manager has a proactive management style and works closely with staff to improve outcomes for children. She uses a variety of methods to supervise, guide and train staff in order to support their continued professional development. The arrangements for safeguarding are effective. Thorough recruitment procedures are implemented to ensure that staff are methodically checked and vetted. Staff are trained well in child protection issues and have a clear understanding of the referral process. The premises are safe and security is stringent. Children are taught to negotiate stairs safely and are well rehearsed in emergency evacuation procedures. Staff exchange some relevant information with other settings when children move from one setting to another.

Quality of teaching, learning and assessment is good

Staff are animated and enthusiastically engage children in invigorating music and movement sessions. They demonstrate actions and encourage children to create movements in response to music. Children thoroughly enjoy the session and move confidently as they jump, run and hop. Staff know children very well and use careful observation and assessment to plan for their future learning. They gather comprehensive information from parents about children's learning at home and use this to complement their teaching. Children are inquisitive and excitedly explore ice. They are supported by skilful staff who guide, stretch and enhance their learning. Staff question children well and help them to express their thoughts and ideas. Children are imaginative and excitedly climb into a cart to go on a safari during role play. Staff act as tour guides and ignite children's imaginations as they pretend to search for lions and elephants.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment, where children thrive. They tailor settling-in arrangements to meet individual children's needs and the key-person system is facilitated well. Children have developed secure relationships with staff and are happy and relaxed. Staff consistently apply agreed behaviour management strategies and are positive role models. They skilfully build children's confidence and support them to play amicably together. Children are self-assured and behave well. They benefit from spacious studios where they engage in physical activity. Staff take children on daily trips to parks and open spaces. They provide nutritious food and support children to follow good hygiene routines, helping to promote children's good health and physical well-being.

Outcomes for children are good

All children make good progress in their learning and development. They are strong communicators who articulately talk about their own experiences. They have good physical skills and carefully balance on beams. Older children recognise written numerals and know initial letter sounds. Children are very imaginative and express themselves creatively through drama and dance. These skills help to prepare children well for school.

Setting details

Unique reference number	EY453423
Local authority	North Yorkshire
Inspection number	1060960
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	30
Name of registered person	Kelly Rebecca Nevett
Registered person unique reference number	RP908784
Date of previous inspection	24 June 2013
Telephone number	08456802282

ACTAcademy UK & PERFORMATOTS was registered in 2012. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including three with early years professional status or qualified teacher status. The setting opens all year round, except during August and for a week at Christmas. Sessions are from 8am to 6pm on Mondays and Wednesdays and from 8am to 2pm on Fridays. The setting provides funded early education for two-, three- and four-year-old children.

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