

# ACTAcademy UK & PERFORMATOTS



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

**Inspection date** 1 February 2017  
Previous inspection date 24 June 2013

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

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

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

