

The Academy Early Years Childcare Ltd



Celcon House, Power Station Road, Rugeley, WS15 2HS

Inspection date

2 May 2018

Previous inspection date

4 September 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider does not ensure that unauthorised persons are unable to enter the nursery.
- The provider does not ensure appropriate levels of hygiene throughout the nursery.
- Staff do not maximise opportunities to provide more information to parents, to better help them build on their child's learning at home.

It has the following strengths

- Staff are warm and caring and the children develop strong emotional attachments with them. Staff praise children in the moment for behaving well and for demonstrating empathy to others. This helps to foster children's self-esteem and helps them to develop friendships with other children.
- The manager ensures staff attend regular one-to-one meetings. This provides time for staff to talk about their key children and to discuss their training requirements and anything that concerns them. The manager regularly observes staff practice to ensure teaching continuously supports all children's learning.
- Staff develop strong partnerships with other providers, including the local schools. This helps to ensure that there is consistent shared support for children's care and learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ take all reasonable steps to ensure that unauthorised persons are unable to access the nursery unsupervised	03/05/2018
■ ensure cleaning procedures are effectively implemented in all areas used by the children to ensure good levels of hygiene throughout the nursery.	11/05/2018

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

- increase the information provided to parents to enable them to further support their child's learning at home.

Inspection activities

- This inspection was carried out following Ofsted's risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the effect this has on children's learning.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The security of the nursery does not ensure that unauthorised persons are unable to enter. This puts children's safety at risk. The hygiene procedures for the premises are not implemented. For example, carpets are not cleaned properly and some of the toys in the children's base rooms are unwashed and dirty. This puts children's health and welfare at risk. Staff attend regular child protection training and know what to do and who to contact should they have any concerns about a child. The manager ensures that the adult-to-child ratios are always met. She works closely with the deputy and staff to monitor the educational programmes for children. This ensures that all children progress well across all areas of their learning and development. Staff inform parents about their child's care, routines and activities enjoyed during the session.

Quality of teaching, learning and assessment is good

Staff working with babies support their language and communication skills well. For example, they interact well with the babies and provide a running commentary as they play alongside them. Staff demonstrate how to play with the resources. This helps babies to build confidence and 'have a go'. Staff are playful with the toddlers as they dress up as their favourite characters and superheroes. They encourage toddlers to express themselves during these times and when they are enjoying role play in the home corner. Staff working with the pre-school children encourage them to 'have a go' and keep trying. For example, pre-school children explore new activities, such as hammering pins into the corkboards. They try and try again until they succeed. Staff encourage children to identify shape and colour and to count during everyday activities. They provide a range of opportunities for all children to explore the world around them. For example, children seek out insects as they visit the 'bug hotel' in the garden. They investigate the mud kitchen and use their imaginations as they mix leaves, twigs and soil to make their own concoctions. During these activities, staff use a range of questioning techniques to encourage children's thinking and problem-solving skills.

Personal development, behaviour and welfare are inadequate

Weaknesses identified in the leadership and management of the provision put children's safety and welfare at risk. Staff encourage children to take manageable risks in their play as they climb, balance and ride around on their tricycles outdoors. They make sure that all children, including non-mobile babies, access the outdoors every day. Children learn about good hygiene. They wash their hands before eating with support and follow outdoor play and toileting routines. Staff provide well-balanced healthy meals and snacks that meet children's individual requirements. This helps children to develop an understanding about the benefits of a healthy lifestyle.

Outcomes for children are good

All children make good progress. Babies have fun as they dig for buried treasure in the sand tray. They sit, concentrate well and become excited as they listen to their favourite stories. Toddlers use their imaginations well as they explore the sand and make pretend

dinner for the staff. They are keen to be involved in tidy-up time. Older children have fun as they use paints and crayons to colour in pictures. They competently use scissors during gluing activities and demonstrate dexterity as they sharpen pencil crayons to write their own name. Older children learn to count as they talk about the days of the week and the months of the year. All children are developing the skills they need in readiness for their move to school.

Setting details

Unique reference number	EY476230
Local authority	Staffordshire
Inspection number	1135078
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	0 - 8
Total number of places	75
Number of children on roll	116
Name of registered person	The Academy Early Years Childcare Limited
Registered person unique reference number	RP532248
Date of previous inspection	4 September 2014
Telephone number	07973117968

The Academy Early Years Childcare Ltd registered in 2014. The nursery is in converted premises, and is one of two provisions managed by a private limited company. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, one holds a level 4 and seven hold a level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery 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.

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