

Kiddy Academy Huntscross

39-41 Hansby Drive, Speke, LIVERPOOL L24 9LG



Inspection date	11 June 2019
Previous inspection date	18 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The experienced and highly qualified managers are passionate about their roles in continually raising the quality of the nursery. They are enthusiastic and dedicated practitioners who demonstrate a strong commitment to providing early years experiences of the highest quality.
- Staff have a range of opportunities to develop their knowledge and skills further through professional development. For example, staff have undertaken behaviour management training and use their knowledge to manage children's behaviour effectively. They empower children to speak out when some behaviours towards them are unwelcome.
- Staff provide a wide variety of activities based on their knowledge of children's interests. They skilfully support children to develop their communication, social and physical skills as they play.
- Staff use their accurate observations and assessments to carefully monitor the progress that children make. They swiftly identify any emerging gaps in children's learning and development. Staff make effective use of their close partnerships with a range of outside agencies to help to ensure that all children receive the support they need to make good progress.
- Parents speak highly of the setting. Staff share information with parents to help them understand how children's learning can be further supported at home.
- Recently introduced systems for planning are not yet fully embedded to be able to be used precisely to support children in making more rapid progress.
- The organisation of daily routines means that, on occasion, older children are required to sit and wait for prolonged periods of time and sometimes lose their concentration.

What the setting needs to do to improve further

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

- embed and continue to refine the recently introduced planning systems and support staff in meticulously planning what children need to learn next, to help them make even greater progress
- review the organisation of routines so that older children are not waiting for prolonged periods.

Inspection activities

- The inspector observed the quality of teaching activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery directors and managers. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a number of parents during the inspection and also considered the views of parents in the written statements provided.

Inspector

Denise Farrington

Inspection findings

Effectiveness of leadership and management is good

The manager's continual reflection and evaluation of the nursery result in some well-targeted plans for the future development of the nursery. Managers seek the views of parents and children when planning future changes to the nursery. They monitor the work of staff. Managers observe staff and meet with them regularly to discuss aspects of their practice. The arrangements for safeguarding are effective. Staff understand how to keep children safe and promote their welfare. Senior staff regularly challenge staff knowledge through spot quizzes and staff meetings. Staff understand the procedures to follow should they have any concerns about a child's welfare. The nursery staff build close relationships with other settings and support children's smooth transition to the next stage of their education, including starting school.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and imaginative. They play alongside children, talking to them about what they are doing and asking questions that help to extend children's learning further. Staff provide plenty of opportunities for children to develop their communication and language skills. They sing songs with children and help them to learn new words. For example, staff introduce words such as 'vitamin' when discussing why the fruits that toddlers carefully cut are good for them. Staff share books with children and point out images on the page. Babies delight in a range of sensory experiences. They confidently use chalk to make marks on the floor. All children learn to count and recognise numbers. For example, older children match the numbers on badges they are given to the numbers placed on tables in the dining room at lunchtime.

Personal development, behaviour and welfare are good

The key-person role is effective. Children develop close relationships with the nurturing staff team. Staff are always on hand to offer praise and encouragement when required. Staff are good role models. They support children to share and take turns as they build their friendships and place high importance on the use of good manners. Staff understand the importance of a healthy lifestyle. Children are encouraged to wash their hands before they enjoy a healthy and nutritious range of home-cooked foods. Children of all ages enjoy the regular opportunities to play outside in the garden area. Older children excitedly talk about splashing in the puddles outside as they take off their rain suits. Staff provide a range of opportunities for children to explore the similarities and differences between themselves and others.

Outcomes for children are good

Children are confident and self-assured learners who play together well. They make decisions about what they would like to play with and welcome staff to join them as they explore. All children demonstrate good levels of independence for their age. Their self-help skills are developing well. Older children confidently put on their coats, wash their hands and pour themselves a drink. Children learn a range of important skills that help to prepare them for the next stage in their learning and eventual move to school.

Setting details

Unique reference number	EY415407
Local authority	Liverpool
Inspection number	10106124
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	108
Number of children on roll	103
Name of registered person	Kiddy Academy Hunts Cross Ltd
Registered person unique reference number	RP901835
Date of previous inspection	18 December 2014
Telephone number	0151 345 0029

Kiddy Academy Huntscross registered in 2010 and is located in Speke, Liverpool. The nursery employs 25 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above, including two who hold early years teacher status and one at level 6. The nursery operates each weekday from 7.30am to 6pm, all year round, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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