

Inspection of Academy 4 Kids

209 Friern Barnet Lane, Whetstone, London N20 0NG

Inspection date: 10 March 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nursery and learn what they need to be successful in their future. Every aspect of the environment and routine is planned with children's views and best interests in mind. From the outset, staff build relationships with children and their parents to understand their needs. Staff ensure smooth transitions for children to the nursery, between rooms and later on to school, for which they are well prepared. Children are involved in planning what they learn. For example, a train driver came to visit. Children share their views with staff about the things they enjoy and what they would like to change and implement in the learning environment. Older children take great joy in being 'helper of the day' at snack time with the younger children. They learn to do simple sums as they follow a recipe and work out how many more cups of flour they need to make the dough. Children learn to keep themselves safe, for instance when older children use tools for woodwork and when younger children negotiate the large roots of the trees in the 'forest'. Children cut up exotic fruits in the role-play area and babies practise the skills they need for later writing as they transfer small pom-poms from one bowl to another.

What does the early years setting do well and what does it need to do better?

- The uncompromising manager leads a child-centred approach and finds innovative ways to improve children's experiences. For example, the manager identified that transitions to school were not working well enough and made changes to support children better. Children now write a letter to their new teacher which provides vital information about them, and their progress, in a creative and enchanting way. Pre-school children can see their new school's logo on their nursery wall. This has helped parents support their children to build friendships with others going to the same school. The manager has also approached schools to ask if reception-aged children can come to the nursery to talk to children about what it will be like when they go to their school.
- Staff develop highly effective partnerships with parents. Staff use a range of methods to communicate to parents what their children are learning and how they have spent their day. This means that parents continue to support their children's learning at home, such as by bringing in their child's jigsaw when they are learning about 'j'. Additionally, where children need a little extra support, staff work with parents to find solutions and children gain the confidence they need to tackle life's challenges. Parents say their children love being in the fantastic environment. They feedback electronically with photographs and comments that their children have had successful trips to the dentist following the nurse's earlier visit to the nursery.
- The outdoor environment is used to excellent effect to provide a plethora of learning opportunities for children. The 'forest' is a favourite area with children,

where they thoroughly enjoy making mud pies and climbing around, showing off their well-honed physical skills. Children take pride in telling stories to their friends, who listen intently while sitting on the log chairs. They join in by making marks in the ground with sticks to make maps to show where the treasure is hidden.

- The manager links with other early years leaders to share good practice and uses information about gaps in children's learning to excellent effect. For example, in response to weaker results in literacy development in the borough, there is now an increased focus on this at the nursery. Staff have implemented a library which is well used by children and parents, and provide many opportunities for children to make marks with water, pens and paint, both inside and outside. Parents who speak English as an additional language come into the nursery to read stories to children in their home language. This, along with a varied menu of foods from a range of cultures, helps broaden children's awareness of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff know their key children very well, and this helps them to be able to identify any changes in children that might cause them concern. Staff are knowledgeable about the procedures to follow if they do have concerns about a child's welfare and/or if an allegation is made against a member of staff. Staff are skilled at deploying themselves so that children are safe and they can support children to make the most of their learning opportunities. This means children can explore the environment safely. The manager uses information about accidents that happen at the setting to make any changes needed and keep children safe.

Setting details

Unique reference number	EY260044
Local authority	Barnet
Inspection number	10061396
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 at time of inspection	0 to 4
Total number of places	100
Number of children on roll	106
Name of registered person	AB Nurseries Limited
Registered person unique reference number	RP903539
Telephone number	020 8446 9988
Date of previous inspection	2 June 2016

Information about this early years setting

Academy 4 Kids registered in 2003. The nursery is situated in Whetstone in the London Borough of Barnet. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The provider receives funding for the provision of free early education to children aged three and four years. The provider employs 24 members of staff, of whom 16 hold relevant early years qualifications from level 2 to level 6.

Information about this inspection

Inspectors

Sam Colderwood
Sarah Gilpin

Inspection activities

- The manager led the inspectors on a learning walk of the nursery, during which they discussed the curriculum and how the environment is used.
- Parents spoke with inspectors and shared their views about the nursery. Inspectors took account of online reviews and feedback from parents since the last inspection.
- The inspectors observed children at play, viewed their interactions with staff and other children and talked to their key persons.
- The manager carried out joint observations with each inspector and assessed the quality of teaching and learning.
- The manager and provider met with inspectors and discussed the leadership and management of the nursery.

We carried out this inspection 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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