

# Inspection of Yaqadoodle Childcare Academy

Bennett Street, Stretford, Lancashire M32 8SG

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Inspection date: 14 October 2022

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Staff create a home-from-home environment, where children are happy, feel safe and can express themselves through creativity. As children arrive, they cannot contain their excitement to play with their friends. They leave their parents with ease and embrace staff with cuddles. Children are confident and self-assured. They welcome visitors and are keen to show the inspector wooden construction models that they have created. Children beam with delight as they learn how to put their 'magical' wellington boots on. They take pride in their learning environment and help to tidy toys away.

Staff teach children nursery rhymes and sing songs with them. Children relish these opportunities and are excited to learn actions and dances to the different songs. Babies look at their reflections in low-level mirrors and play with musical instruments. They show good upper body strength as they pull themselves up onto play equipment. Staff are skilled in supporting younger children to gain good balance and coordination in readiness for walking. Older children enjoy exploring water and help each other to search for 'treasure' in the sand. They practise writing their names in flour and excitedly talk about a visit to the local park. Children show excellent large-muscle skills as they ride scooters, play ring games and take part in races. Children develop positive attitudes towards their learning and are well prepared for their move on to school.

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

- The highly experienced and dedicated manager has a clear and aspirational vision for the nursery. She wants the very best for children, families and staff. She aspires for the nursery to be outstanding and has effective systems in place for self-evaluation.
- In the main, children are provided with a curriculum that builds on what they already know and can do. Leaders identify that not all staff have a secure enough understanding of what they intend children to learn. This means that some activities are not pitched at the right level and do not support children's next steps in learning. For example, some younger children are expected to understand the names and properties of two-dimensional shapes. This results in some children losing interest in their learning.
- Parental partnerships are a golden thread of this good quality nursery. Leaders leave no stone unturned to ensure parents feel part of the 'Yaqadoodle family'. They are invited in for coffee mornings and staff provide them with information about their children's time at the nursery. Parents state that the nursery is 'excellent' and staff go 'above and beyond' for their children. Links with the local authority and external childcare professional are robust.
- Care practices are good. Staff spend time getting to know children and their

families during the settling-in period. In the main, children behave well. However, some staff are not consistent in providing children with clear messages about their behaviour. This results in some children not always understanding what is expected of them.

- Staff instil a love of reading to children. They take children to the local library and talk to them about different books. Children excitedly choose books, talk about the illustrations and handle them with care. They inform staff that they like to share books with their friends and family. Children are confident communicators, who use a wide range of vocabulary.
- Leaders give staff well-being high priority. A successful professional development programme is in place and staff regularly attend appraisal meetings. That said, leaders identify that the supervision arrangements for all staff are not wholly successful in providing them with incisive feedback about their interactions with children. This means that staff are sometimes unaware of how to raise their practice to a higher level.
- The support in place for children who speak English as an additional language and children with special educational needs and/or disabilities is excellent. Leaders ensure barriers to learning are removed and links with external professionals are effective. Individual learning plans are in place, and these are monitored with rigour to ensure all children make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are safe and suitable for childcare. Robust recruitment procedures are in place. Staff undergo stringent checks to ensure that they are suitable to work with children. Ratios are complied with, and staff are deployed well. Staff are first-aid trained and know how to deal with accidents. Leaders ensure that staff attend child protection training and that they receive regular updates about changes in safeguarding policy and legislation. Staff have an excellent understanding of the local referral procedure and know the steps to take if they have a concern about the conduct of a colleague.

## **What does the setting need to do to improve?**

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

- strengthen the implementation of the curriculum, to ensure activities are pitched at the correct level for all children and support their next steps in learning
- provide children with clear and consistent messages about their behaviour
- refine supervision arrangements for staff and provide them with more detailed feedback about their interactions with children, to raise their practice to a higher level.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 2590905   |
| <b>Local authority</b>                             | Trafford  |
| <b>Inspection number</b>                           | 10249165  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 0 to 5  |
| <b>Total number of places</b>                      | 25  |
| <b>Number of children on roll</b>                  | 31  |
| <b>Name of registered person</b>                   | Yaqadoodle Childcare Academy Limited  |
| <b>Registered person unique reference number</b>   | 2590904   |
| <b>Telephone number</b>                            | 07877773902   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

Yaqadoodle Childcare Academy registered in 2020 and is located in Trafford, Manchester. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round with the exception of bank holidays. The nursery employs nine staff members, of these five hold an early years qualification at level 2 and above.

## Information about this inspection

### Inspector

Luke Heaney

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the management team, staff, parents, and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.

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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