

# Inspection of The Early Years Academy Derby

135 Duffield Road, Derby DE22 1AF

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Inspection date: 14 February 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

On entering this nursery, children are welcomed by a sense of tranquillity. Soft lighting and gentle music create a relaxing atmosphere which is echoed in every room. Staff are sensitive to children's individual needs and develop strong bonds with their key children. Staff have high expectations of children whose behaviour is impeccable. There is a loving, close-knit, family feel.

Children of all ages are comfortable taking safe risks in their play. They develop their confidence and resilience. Younger children learn to navigate slopes as they manoeuvre ride-on vehicles outdoors. They confidently tackle different balancing challenges, such as raised and angled beams. Children develop their core muscles as they carefully walk across the beams. They are determined and concentrate on maintaining their balance. Children take one careful step at a time and persevere when they get higher. They are proud of their achievements and enjoy celebrating them with staff and peers.

Children are motivated learners. They are inspired as they sit in the forest school area and listen to a story about a fire-breathing dragon. Children watch closely as staff demonstrate how to use a flint and steel to create a spark to produce a flame like the dragon. They take turns using the flint and steel and attempt to create a spark. Children are persistent and keep trying, wanting to succeed by themselves. Older children support their younger peers as they offer support and remind them of the instructions, offering words of encouragement. Children are kind to each other.

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

- The experienced and compassionate managers are mentors to staff. They spend time getting to know the staff well. Managers provide morale support and suggestions to enhance staff practice. They offer staff a comprehensive well-being package which includes staff birthdays off, treat days and well-being days. Staff say they are 'grateful for the support' they receive from managers.
- Staff are professionally curious and devoted to securing the best outcomes for children. They seek training which helps them better understand and support the children in their care. For example, staff have recently completed a training course in children's mental health. They shared learning with the staff team and reflected on how they could adapt the nursery environment and their practice to heighten children's emotional well-being.
- Children show that they know, understand and remember previous learning extremely well. Children enthusiastically practise peeling vegetables. They remember that they must wear a glove on their 'helping hand' to peel safely. 'Can you watch me peel this carrot?' they ask visitors politely, as they peel with

determination. Once they finish, they discuss how to make vegetable soup with their friends and the staff extend their learning by introducing new vegetables they might want to include.

- Staff regularly 'stop, pause and reflect'. They identify potential gaps in children's learning and adapt their planning accordingly. For example, staff notice that some children struggle with their pincer grip. They plan activities to strengthen children's small-muscle skills. This ensures children, including those in receipt of additional funding and special needs and/or disabilities, are exceptionally well prepared for their next stage in learning.
- Children sing, share stories and chatter constantly throughout the day. Babies point at each other and try to say each other's names. Staff encourage them to keep practising new words by modelling clear, simple language along with signs. Older children are inquisitive and develop their vocabulary through rich and meaningful conversations with staff. Children grow to be confident communicators and use a wide range of vocabulary to express themselves.
- Managers and staff are brimming with ideas to enrich children's learning experiences. Children are intrigued by the nursery's piano and show an interest in music. Recent visits from a jazz musician and DJ have heightened children's enthusiasm. Staff encourage children to explore a wide variety of interesting musical instruments. Children excitedly listen to and identify instrumental and environmental sounds, in preparation for early phonics when they start school.
- Staff work closely with parents of bilingual children. They learn words and phrases in their different home languages and practise these with children. Staff provide books in a variety of languages to share with children. Parents feel that, 'staff go above and beyond with inclusion, introducing languages and different cultures into the classrooms'. Children develop a strong sense of who they are and the community around them.
- Parents enjoy events such as 'Meet the Key Worker' evenings, 'Parent Breakfast' and 'Carols around the Christmas Tree'. They say there is a real sense of family and community in the nursery. Managers have created a group of parent representatives who act as a support system for other parents. Staff build close relationships with parents who are extremely well-informed about their children's development.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong ethos of effective safeguarding in this nursery. Managers have robust recruitment procedures to ensure the suitability of all staff. Staff have detailed knowledge of how to keep children safe from harm. They are confident in procedures for recording and reporting any concerns relating to safeguarding children and adults. Staff use risk assessments effectively to minimise risks to children. They are reflective and reactive, and quick to identify areas where risks could arise. Staff teach children how to keep themselves safe. Younger children recall previous learning as they talk to visitors about road safety and using pedestrian crossings.



## Setting details

<b>Unique reference number</b>	2614882
<b>Local authority</b>	Derby
<b>Inspection number</b>	10265239
<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 4
<b>Total number of places</b>	104
<b>Number of children on roll</b>	121
<b>Name of registered person</b>	Babblebrooke Limited
<b>Registered person unique reference number</b>	RP532841
<b>Telephone number</b>	01332 344800
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Early Years Academy Derby registered in 2020 and is located in Darley Abbey, Derbyshire. The nursery employs 24 members of childcare staff. Of these, 18 members of staff hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round, apart from Bank Holidays and one week at Christmas. Sessions are from 6.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Vanessa Cuthbert

## 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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children, to find out about their time at the nursery.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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