

# Inspection of Academy Day Nursery

Academy Day Nursery, 21 Bestwood Park Drive West, NOTTINGHAM NG5 5EJ

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Inspection date: 14 February 2023

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

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

### The provision is inadequate

The provider does not ensure staff who work with children have an adequate understanding of safeguarding. She does not identify weaknesses in their safeguarding knowledge or teaching practices. The staff do not receive the support they need to improve their skills. Consequently, children's safety and learning are not sufficiently prioritised. They do not gain skills for the future as the manager is not implementing a curriculum that is helping them. Children's development is not understood or carefully assessed by staff. Staff do not recognise what children already know and what they need to learn next. Children do not benefit from age-appropriate learning or activities tailored to their needs. They do not engage in activities planned to build on what they can already do. The children do not benefit from staff sharing ongoing information about their learning and development.

However, despite the weaknesses, children generally behave well. They particularly enjoy playing outside. Children use bicycles and tricycles to move around the playground and develop their large-muscle skills. Staff support younger children using the slide. Children enjoy listening to the staff as they sing songs. Some children join in with familiar phrases and actions. Children receive healthy, freshly prepared meals at the nursery. However, staff do not always promote independence at mealtimes.

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

- The provider has not identified weaknesses in the staff's safeguarding knowledge. She does not ensure staff have a good understanding of local safeguarding concerns, including the 'Prevent' duty. The provider does not ensure that all staff, including the manager, continue to update their safeguarding knowledge.
- The curriculum is of poor quality and means children do not make the progress they should. Children's learning needs are not identified by staff or met well. Staff do not complete the progress check for all children aged between two and three years. While they carry out some observations of children's learning, they do not accurately assess their abilities or consistently determine what children can do when they start at the nursery.
- Staff do not plan activities tailored to help children move forward in their development. The activities they provide for children are not age-appropriate. For example, younger children sit at a table and are expected to recognise letters, understand phonics and use a pen to write letters. Consequently, children become confused and gaps in their knowledge and development remain.
- The manager identifies children with special educational needs and/or disabilities

(SEND). She understands the referral process to involve external agencies. However, the manager does not provide targeted support for children with SEND unless they are in receipt of funding. Staff do not know how to adapt activities to include all children. For example, the manager explains that some children have difficulties making choices, but the staff do not provide any support to help them learn how to do this.

- Children who speak English as an additional language are not well supported. Staff and the manager do not know what some children's first languages are or whether English is spoken at home. They lack awareness of how to use children's home languages, alongside English, to promote their communication. At times, some children do not have the same opportunities to participate in activities as they struggle to understand and cannot follow questions in English.
- Parents express that they are happy with the service they receive. They comment that they receive information from staff about their child's care. However, arrangements for sharing information about children's learning are not in place. Parents do not know if the staff have developmental concerns about their children. Staff do not share their children's progress or how they can support their ongoing learning at home.
- The manager has some arrangements for the performance management of staff. However, she does not identify weaknesses in the staff's safeguarding knowledge or practice. Consequently, staff do not receive the coaching, mentoring and support they need to improve their teaching practice or develop their knowledge and skills.
- Staff working with pre-school children do not know which children receive early years pupil premium funding. In addition, the manager does not identify the individual needs of eligible children or use this funding to support their learning. Consequently, gaps in children's knowledge and development remain.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff understand some signs and symptoms that indicate a child is at risk of harm, but this knowledge is not enough to effectively safeguard children from the extent of concerns they could be exposed to. Staff have gaps in their knowledge and understanding of local safeguarding concerns. Some staff lack understanding of the 'Prevent' duty. They do not show a clear understanding of county lines or child exploitation. This potentially compromises children's welfare. Staff are aware of the correct reporting procedures if they have concerns about the conduct of another member of staff. The premises are secure and staff conduct regular checks to ensure this. They thoroughly risk assess resources and the play equipment that the children use and promptly remove any hazards.

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

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

	<b>Due date</b>
identify and address weaknesses in staff safeguarding knowledge to ensure they have a thorough understanding of safeguarding children, with particular regard to the 'Prevent' duty and county lines	14/03/2023
ensure the curriculum intent is clearly matched to the ages and abilities of the children who attend	14/03/2023
ensure staff gain the knowledge and skills to provide children with activities that match their different levels of development and are able to implement the curriculum effectively	14/03/2023
ensure a progress check for children aged between two and three years is completed and identifies any areas where children's progress is less than expected	14/03/2023
ensure suitable arrangements are in place to support all children with SEND to help them make the progress they are capable of	14/03/2023
ensure support is in place for children who speak English as an additional language to ensure they reach a good standard of English	14/03/2023
ensure staff observe and assess children's learning accurately, to consistently identify where they are in their development	14/03/2023
ensure ongoing communication with parents, so they understand who their children's key person is, what progress they are making and ways they can support learning at home	14/03/2023

ensure appropriate support, coaching and training is provided for staff to raise the quality of education and address any ongoing weaknesses in practice.	14/03/2023
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**To further improve the quality of the early years provision, the provider should:**

- review how funding is used for children accessing early years pupil premium to show the impact the funding has for the children.

## Setting details

<b>Unique reference number</b>	2608939
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10262826
<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 7
<b>Total number of places</b>	58
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Academy Day Nurseries Ltd
<b>Registered person unique reference number</b>	2608937
<b>Telephone number</b>	0115 9797800
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Academy Day Nursery registered in 2020 and is situated in Nottingham. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery opens 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.

## Information about this inspection

### Inspector

Rachel Barsby-Robinson

## 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 inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- 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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