

# Inspection of Kids Academy - Holt Park

Holtdale Approach, Holt Park, Leeds, West Yorkshire LS16 7RX

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Inspection date: 26 July 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children flourish in this outstanding nursery. The enthusiastic staff implement a highly effective key-person system for all children. Staff are nurturing, which promotes strong bonds and helps children to feel secure in the nursery. Children quickly develop confidence and an eagerness to learn. Staff strive to provide children with lots of wonderfully enriching experiences. For instance, children enjoy visits to local wildlife centres, farms, building sites and parks. They sing to older people at the local leisure centre. Children giggle with delight as a dance teacher comes to nursery to deliver a fun-filled class. Children enthusiastically 'wiggle' and 'woosh' to the music. These new experiences offer children the opportunity to develop their social skills and an understanding of the world around them.

Staff know children remarkably well. They use regular assessments to identify any gaps in children's learning. Staff act on concerns quickly to make sure that no child is left behind. They tailor individual plans for children to build on what they already know and can do. Children who are moving on to school are extremely well prepared for this next stage in their learning. Children with special educational needs and/or disabilities (SEND) are supported very well. Staff make prompt referrals when they identify any concerns to enable children to have access to the support they need. Staff work closely with families and other professionals. All children make excellent progress in relation to their starting points in development.

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

- Children behave exceptionally well. They follow the rules in the nursery, with very few reminders about what is expected, and display high levels of self-control. Staff promote good manners from the earliest age. For example, staff in the baby room use signing to communicate 'please' and 'thank you' to babies. Children are kind and polite, and they patiently take turns. This means that the day runs smoothly, and children are deeply engaged in their play.
- Children undoubtedly have a voice in this setting, with respectful relationships at the heart of staff's practice. Staff ask children their opinions and wishes. For example, they sensitively ask children if they would like help before stepping in to support them when they are struggling with a task. Children have the freedom to make choices about their day. They are independent and have a strong sense of belonging.
- Children's communication and language skills are promoted superbly by staff. They introduce signing to babies and continue to use it throughout the nursery. Older children are wonderfully articulate and hold interesting conversations with each other and staff about their experiences. They use impressive words, such as 'submarine' and 'hydration'. Staff introduce new vocabulary, such as 'anchor'. Children develop communication skills that promote inclusion and prepare them

for their future learning.

- Staff place great importance on children developing a love of reading. Leaders provide a library for children to borrow books to take home. Babies show immense pleasure in looking at books with staff, lifting the flaps on the pages. Older children recall their favourite stories. For instance, they talk about the 'evil pea' character from 'Supertato' at lunchtime and draw the 'Gruffalo' with his 'poisonous wart on the end of his nose'. Children learn important literacy skills in preparation for their next stages of education.
- Staff place high importance on children's physical health. They encourage them to frequently drink water. Staff encourage children to wear sun hats outside, and they teach them about the importance of dental health. Children learn how to keep themselves safe and healthy. They demonstrate this as they remind the inspector to be careful, as the wet floor sign is out, and the floor may be slippery.
- Partnerships with parents are exceptional. Parents are extremely complimentary of the staff and praise their caring attitudes. They feel involved in their child's journey through the nursery. Staff frequently communicate with them about their children's progress and how they can support their learning at home. Leaders pride themselves on recognising that to achieve the best outcomes for children, parents often need support too.
- The experienced manager places a high value on her relationships with staff, children and parents. She regularly spends time in the nursery rooms and adopts an open-door policy in her office. This provides the manager with an excellent oversight of the setting. It also helps her to identify weaknesses in practice and swiftly implement plans for improvement. This ensures the continuous delivery of high-quality care and education for children.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a strong safeguarding culture. The designated safeguarding leads and staff have a good understanding of effective safeguarding practice. They can recognise signs that a child may be at risk and know exactly what to do if they have concerns about a child's welfare. This includes the reporting procedures should they have a concern about a colleague. The environment is safe and secure. Staff show vigilance, conduct risk assessments, and know each child's dietary requirements, including any food intolerances or allergies. There are secure recruitment procedures, including an in-depth induction process with safeguarding training. This means that children are cared for by suitable adults.

## Setting details

<b>Unique reference number</b>	320555
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10280239
<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>	60
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Kids Academy Limited
<b>Registered person unique reference number</b>	RP519352
<b>Telephone number</b>	0113 2300990
<b>Date of previous inspection</b>	15 August 2017

## Information about this early years setting

Kids Academy - Holt Park registered in 2000 and is located in Leeds. The nursery employs 12 members of childcare staff. Of these, one holds early years professional status and another 10 hold appropriate early years qualifications at levels 2, 3, and 6. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays, a week at Christmas and an annual staff training day. 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

Natalie Stringer

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of a group 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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