

Inspection of Academy Day Nursery

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

Inspection date: 10 August 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and settled in this setting. Staff help children to develop close and trusting bonds with them. They do this through positive interactions and an effective key-person system. Staff consistently praise children for their efforts and positive behaviours, building on their self-esteem. They celebrate the children's achievements, saying, 'I am proud of you,' and giving them a 'high five'.

Staff provide children with lots of opportunities to play and learn outside. They encourage children to build on their large-muscle skills. For example, children zoom around on bikes and scooters, racing with their peers. Staff talk to children about how to negotiate their way up and over the climbing frame by pulling themselves up with their arms and stretching their legs. This helps children to become physically active and promotes confidence. That said, the quality of education is variable. Leaders do not carefully consider the coaching and support staff need to improve the delivery of the curriculum. For instance, staff identify that babies need to build on their core strength through tummy time in readiness to crawl and walk. However, babies sit at play gyms for extended periods. They show little interest in the toys available to them and become restless.

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

- Leaders have made progress since their last inspection. They have taken appropriate steps to make improvements. These changes have had a generally positive impact on outcomes for children, resulting in a judgement of requires improvement at this inspection.
- Leaders and managers have systems in place for staff supervision. Although they provide some support and training for staff, they do not reflect on the staff's weaknesses in the delivery of the curriculum. This results in some staff not supporting children to make the best possible progress.
- Children behave well and know what the staff expect of them. They share, take turns and show consideration to their friends. Children can follow instructions and enjoy helping staff with routines. For instance, children hand out drinks to their friends at mealtimes. On the rare occasions that staff need to remind the children about the rules, they listen and respond positively.
- Staff support children's communication and language development well. Children enjoy taking an active part in story sessions. They finish the staff's sentences as they read their favourite books. Staff ask children questions about the stories and playfully encourage them to use their imagination to recreate different versions. However, staff sometimes pause their interactions with children to complete office duties. Children then become distracted and are less engaged in their learning.
- Children's health and well-being are promoted well by staff. They benefit from

healthy, nutritious meals prepared and cooked at the setting. Mealtimes are a social occasion where conversations take place between staff and children. Staff use these opportunities to talk to children about the importance of healthy food choices. Additionally, discussions take place about staying safe in hot weather. Children tell staff how they protect themselves when playing outside in the sun.

- Staff plan activities for children covering different areas of learning and development. However, teaching is inconsistent. Some staff plan too complex activities for children, which impacts their learning. For example, during a painting activity, the staff overwhelm the children by asking lots of questions relating to many different learning intentions. At times, children are unsure how to respond, which results in staff answering these questions for them.
- Parents have lots of positive things to say about the setting. They comment how leaders and staff support them. For instance, staff offer advice and suggestions to parents when potty training their children. Parents appreciate the family feel the staff create in the setting. They share that they receive regular updates about their child's progression and next stages of learning. Parents know their child's key person and comment that they share ideas for activities to do at home to extend children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have addressed the weaknesses in staff safeguarding knowledge. They ensure staff have a thorough understanding of child protection. The staff know their safeguarding role and responsibilities to keep children safe. They can identify the signs and symptoms that indicate a child is at risk of harm. Staff understand how to escalate concerns about children's welfare to the relevant agencies. They know the steps to follow in the event of an allegation against a staff member. Leaders follow effective procedures for the recruitment and induction of new staff. Risk assessments are thorough, and staff vigilantly check the environment is safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide staff with effective coaching and supervision to develop their knowledge and skills so that the quality of teaching is consistent throughout the setting.	06/10/2023

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

- support staff to prioritise their responsibilities to reduce disruption to children's learning and development experiences
- strengthen the implementation of the curriculum to ensure all children receive experiences that support and extend their learning.

Setting details

Unique reference number	2608939
Local authority	Nottingham
Inspection number	10306936
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 7
Total number of places	50
Number of children on roll	44
Name of registered person	Academy Day Nurseries Ltd
Registered person unique reference number	2608937
Telephone number	0115 9797800
Date of previous inspection	14 February 2023

Information about this early years setting

Academy Day Nursery registered in 2020 and is situated in Nottingham. The nursery employs seven members of childcare staff. Of these, four 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

Kelly Langley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and leaders completed a learning walk together. The inspector spoke with the leaders to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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