

Kids Academy - West Park

Inspection report for early years provision

Unique Reference Number	319383
Inspection date	15 October 2007
Inspector	Ingrid Szczerban
Setting Address	West Park Drive, Spen Lane, West Park, Leeds, West Yorkshire, LS16 5AS
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Registered person	Kids Academy Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kids Academy West Park was registered in 1997. It is one of two nurseries owned by Kids Academy Ltd. The nursery operates from four rooms in a converted church hall in the West Park area of Leeds, in West Yorkshire. All children have access to secure outdoor play areas. The nursery is open each weekday from 07.30 to 18.00, all year round.

A maximum of 55 children may attend the nursery at any one time. They are currently 64 children on roll; of these, 11 children receive funding for early education.

There are 13 full-time and two part-time staff working with the children. The majority of staff hold a relevant childcare qualification and two are working to attain a relevant degree. The setting currently receives support from the local authority and partake in a quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and adequately maintained environment where effective procedures and practices ensure that children's physical, nutritional and health needs are fully addressed. The staff provide exemplary role models by frequently washing their own hands and using disposable gloves and aprons for each nappy change. As a result, children demonstrate high standards of personal hygiene. Children know to wash their hands after toileting and readily state they do this 'to get the germs off'. Children have an excellent awareness of oral hygiene as they brush their teeth after meals. Children are effectively protected from cross-infection through the use of good hygiene practices and procedures. This includes the regular washing of equipment and a sickness policy containing exclusion periods for various childhood illnesses. These are made available to parents.

A good balanced healthy diet is promoted to foster children's health and development. They are offered drinks, meals and snacks regularly throughout the day. Fresh foods are included in the meals each day and foods from around the world, such as lasagne and curry, are offered regularly. Individual dietary needs are fully considered to promote children's well-being.

Children enjoy a wide range of physical activities which contribute to their good health. They have regular access to physical activities both indoors and outdoors, such as the use of small bikes, climbing frames, slides, bats and balls. Children rest and sleep according to their individual needs so that they remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children move around safely and freely in the well-organised setting, where risks are identified and minimised by staff through good practices. Older children have free access to outdoor play for most of the day. The children's own artwork and photographs of themselves are prominently displayed, which enhances their sense of belonging and creates a welcoming environment.

Access to the provision is monitored well. The main door is kept locked and all visitors must ring to gain admission. A coded keypad lock is fitted to the interior corridor which leads to the playrooms, and staff ensure children leave at the end of sessions with a known adult. Staff fully comply with health and safety requirements to keep children safe. Children are also learning well about their own personal safety, as they regularly practise the fire drill.

Children use a broad range of developmentally appropriate resources that foster all areas of their development. Resources are age related within the playrooms. Most resources are well organised into specific areas of learning within the rooms at child height, encouraging children to make choices and promote their independence skills. Other items are kept neatly in storage areas. This enables staff to ensure that children play with developmentally appropriate resources.

Children are protected because the staff have gained satisfactory knowledge and understanding of child protection issues by attending training. The duty to report any concerns is shared with parents prior to admission.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The interaction between staff and children is very good, ensuring that warm trusting relationships are developed and that children are happy and settled. Staff spend most of their time playing with the children, giving support, using playful talk and encouraging them to explore their environment. The care needs of babies are attended to very well. Staff cuddle and talk to the babies and maintain good eye contact with them as they feed them their bottles and change nappies. Babies enjoy sitting in the ball pool and throw the balls with glee. They push buttons on the telephone and can stack plastic bricks. There are few natural materials that are easily accessible to babies. This limits their ability to use their senses fully, in order for them to begin to learn about the world around them.

Activities and resources in the playroom are age specific for children attending and these are easily accessible, ensuring children have free choice, which promotes independence. Children move between activities freely, spending as much or as little time as they wish, depending on their interests. This ensures that children take responsibility for their own stage of learning by the ways in which they interact with materials available to them. The daily routine is varied and flexible, with times for children to have rest or snacks and take part in activities both indoors and outdoors.

Toddlers like to practise their physical skills using the slide. They can feed themselves and manage a knife and fork well. The toddlers relish water play and play for prolonged periods at this activity. They can name and recognise familiar animals and objects on flash cards, and love it when staff read them their favourite stories. Thus, they develop their emerging communication and language skills.

Nursery Education

The quality of teaching and learning is satisfactory. The staff have sound knowledge of the 'Curriculum guidance for the foundation stage' and of how children learn effectively. They plan a suitable range of activities which take into consideration children's interests. Children's individual assessments are used effectively to identify their stage of development to inform future planning for individual progression. This enables appropriate challenges to be set for children to extend their learning. Effective questioning is used to enable children to think and respond in their own words, thereby consolidating learning.

Children are happy to attend the setting and enter the playroom confidently. They operate relatively independently within the nursery, seeing to their personal needs, such as using the toilet and putting on their own coats and boots. Children are becoming confident speakers and older children use complex sentences. They talk about what they are doing; for example, in role play they say 'I'm calling the doctor because my baby is sick'. Children can recognise letters and their own names and they use writing for a purpose, such as making appointments in the doctor's surgery.

Children can count and use mathematics in everyday play, for instance, making four play dough candles for a birthday cake, and they recognise and name numerals on the telephone key pad. Circle time is used to promote mathematical understanding as children count how many people are present. Children enjoy looking at the world around them, developing an awareness of the weather and the cycles of nature as they grow plants and flowers and collect leaves in autumn.

Using public transport to visit local parks, children develop their understanding of the environment.

Children learn about information and communication technology, such as how to use a keyboard and telephones. They use a range of creative materials, such as paint, malleable materials, collage and sand. Children have free access to musical toys to express their creativity spontaneously banging drums and blowing into recorders. Children engage in self-initiated imaginative role play. They do not, however, have free use of large construction items, which restricts their ability to fully express their creative ideas and to develop their spatial awareness.

Children move freely with pleasure and confidence outdoors. They hone their large physical skills on the climbing frames and slides. Fine physical skills are being developed; children use pens with increasing control. However, they do not use knife and fork correctly at mealtimes, which limits their understanding of good table etiquette.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are met through the use of an effective key worker system, ongoing discussions with parents and clear documentation. Staff know the children well. Satisfactory arrangements can be made to meet the needs of children with learning difficulties. Resources positively represent aspects of diversity in the wider community. Festivals, music and foods from around the world are introduced to the children. This helps them learn to value their own and others' cultural traditions.

Children are well behaved. They learn right from wrong and to respect the needs of others through clear and consistent messages and guidance from staff. Children receive meaningful praise for positive behaviour, for instance, when they sit well at the table, which enhances their self-esteem. Staff are positive role models and encourage children to be mindful of the feelings of others. They remind children not to splash the water because other children do not like it. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parent noticeboards contain information about planned activities and themes. Parents receive ongoing verbal feedback regarding their child and how they are progressing. The parents of younger children receive written feedback daily. Parents receive clear information about the setting regarding its policies and procedures, including the procedure on how to complain. Satisfactory arrangements are made to share children's development records with parents, they are invited into the nursery to discuss their child's development twice a year. However, for nursery education parents are not regularly encouraged to extend learning at home to further promote and enrich their child's development. Though occasionally parents are invited into the nursery to share with children their roles at work, such as being a doctor or a dental hygienist.

Organisation

The organisation is satisfactory.

Space, resources and deployment of staff are used effectively to meet the needs of the children and enhance their well-being. Adult to child ratios are maintained and staff are suitably qualified in early years. There are sufficiently rigorous recruitment and induction procedures in place to ensure that suitable staff are employed to care for children. The good range of policies and procedures effectively underpins the setting.

Leadership and management within the setting is satisfactory. Staff are supported through a good appraisal system, regular staff meetings and ongoing training is promoted. Further staff support is provided by an advisory teacher. Satisfactory systems are in place for monitoring the provision of nursery education and to reflect on the practice within the setting. Thus, strengths and weaknesses are identified and appropriate steps are taken to instigate changes. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following the last inspection recommendations were raised regarding documentation, fire safety procedures and the provision of suitable furniture. The provider has addressed all the recommendations to improve the welfare needs of children. The operational plan is now made freely available to parents, which includes all the policies and procedures. Clear plans of escape routes in case of fire are now displayed. Appropriate adult seating is available in the baby room for staff to use when feeding children and for children to use to develop their mobility.

Complaints since the last inspection

Since the last inspection a concern has been raised against National Standard 2: Organisation. An Ofsted childcare inspector visited the provision and discussed the concerns. An action was raised relating to National Standard 2 to ensure that arrival and departure times are recorded for all children. The action was met and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase opportunities for babies to freely explore natural materials.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's awareness of good table etiquette
- promote the involvement parents in their child's learning at home
- develop opportunities for children to have free access to large construction materials.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk