

# The Academy Childcare and Party Zone

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Academy Childcare and Play Zone opened in 1994. It operates within the Academy Leisure Centre and is situated in the centre of Harrogate. All children have access to an enclosed outdoor play area. The nursery is open seven days a week, on Monday from 8.30am to 4.30pm, Tuesday to Thursday from 8.45am to 4.30pm, Friday from 8.45am to 3.30am and Saturday and Sunday from 8.45am to 1.00pm, all year apart from Christmas and New Year.

A maximum of 34 children may attend the nursery at any one time, 26 of whom may be in the early years age range. There are currently 134 children on roll and of these 80 children are within the early years age range. The nursery also makes provision for children older than the early years age group and is registered on the voluntary and compulsory parts of the Childcare Register. Children attend from the surrounding areas. The nursery supports children with special educational needs and/or disabilities and those with English as an additional language.

The nursery employs six members of staff, all of whom hold appropriate early years qualifications, including the manager. The nursery also uses four bank staff, half of whom hold childcare qualifications. Some members of staff are working towards further childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff provide a welcoming and friendly environment in which all children are valued. Children make good progress as they are encouraged by a supportive staff group to become independent and active learners. The staff ensure children have access to a good range of interesting and stimulating activities which effectively promote the early learning goals. Children's welfare needs are well met and all potential hazards have been minimised. Partnerships with parents are good, although starting points are not clearly identified and profiles are not easily accessible to parents. Links with other providers of the Early Years Foundation Stage, to provide consistent care for the children, are in very early stages of development. Reflective practice ensures improvements are identified and implemented, which impacts positively on the children and demonstrates the capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure parents can readily access children's profiles and are able to comment in them
- continue to build upon the links established with other settings providing for children in the Early Years Foundation Stage

- obtain more detailed information from parents about children's starting points and capabilities.

## **The effectiveness of leadership and management of the early years provision**

The children are fully safeguarded as the manager and staff have a very good and thorough awareness of safeguarding issues. This is achieved through training to ensure knowledge and awareness is current, and from supporting documentation within effective policies and procedures. From discussion, it is clear that the welfare of every child is paramount and training is cascaded to all staff to ensure up-to-date awareness. Staff are deployed so that supervision is assured and bank staff ensure ratios are maintained throughout the day. Thorough risk assessments are effectively carried out in all areas used by the children and for all outings. All required documentation is in place and is well-organised. For example, the attendance records for children and staff clearly record times of arrival and departure for each room. The entrance to the building is effectively monitored and official identification documents are thoroughly checked before any person not known at the setting is allowed to enter. Effective staff deployment ensures that children are well supervised at all times. Policies and procedures are of a good standard and meet the welfare requirements. All the required records and documentation are in place and contribute to the health, safety and welfare of the children.

The recruitment procedures are robust and records of suitability meet requirements. A thorough induction process and regular observations and appraisals monitor staff's ongoing suitability and identify their future training needs. Procedures for self-evaluation are in place. Future plans are well targeted and include the development of the outdoor play area to provide more continuity for the children.

The staff have positive partnerships with parents. Parents are provided with written information about the provision and how to access its policies and procedures as part of the registration process. The parents are kept up-to-date through informative notice boards, daily diaries, regular informal discussion and frequent newsletters. Parents speak highly of how well their children are doing and like coming to the setting. However, access and contribution to their children's individual profile is not readily available. The setting engages with most other professionals as required to meet the needs of children, for example speech therapists. However, effective links with other providers of the Early Years Foundation Stage that children attend, such as local schools, are not fully established.

Staff promote equality and diversity within the setting. They work with other professionals and parents to support children with English as an additional language and with special educational needs, to ensure that their needs are recognised and supported at an early stage by everyone involved. Children of all ages access a good range of toys to reflect diversity and get lots of opportunities to celebrate festivals. For example, children recently decorated flags to celebrate

St George's day. This enhances their development in learning about the wider world.

## **The quality and standards of the early years provision and outcomes for children**

The children are confident, active and independent learners. The environment is vibrant, stimulating and well-organised. This enables the children to self-select resources and make their own decisions regarding the toys and activities they wish to investigate. For example, more able children have fun accessing the large soft-play area, where they climb, kick balls and learn to balance on the netting. Babies explore the different treasure baskets which contain shakers, bottles and different textures and they freely crawl around the room playing with rockers. They enjoy making Father's Day cards with staff and playing in the water, where they squeeze the water out of toys and laugh with their friends and staff as water spouts out. Children of all ages receive daily physical play through access to a well resourced outdoor area and good indoor physical development areas. The entire nursery is well decorated with lots of displays of the children's work. For example, the more able children are learning about the weather and have made pictures of nicely decorated umbrellas and raindrops. The theme of weather is continued at snack times when the children and staff discuss the weather. Children are keen to join in and say how they would love to live in Spain as it is hot and eagerly tell other children about their holidays. Children and babies all have a good selection of books which are easily accessible and suitable for their age range. Children access a mark making area where some children show staff and visitors how they are able to write their own names and recognise letters such as 'O'. Staff complete planning and regular observations and identify children's next steps in their own individual profiles. Children's profiles contain photographs of different activities, which are all clearly linked to the areas of learning. However, children's starting points are not clearly identified in their profiles.

The children are learning about good nutrition through the varied menu of healthy snacks that they enjoy as part of the daily routine, such as fruit, bread sticks, raw vegetables, toast and yoghurt. Parents bring their own midday meals which are appropriately stored. Allergies, dietary needs or parental requests are discussed as part of the registration process. These discussions are recorded and any needs accommodated. More able children are able to constantly help themselves to drinking water, and staff ensure that babies and younger children also get plenty of drinks. This helps to ensure all children are consuming fluids in sufficient quantities to meet their varying requirements. Children have meaningful opportunities to develop their self-care skills. They confidently attend to their own personal needs and help themselves to resources. Younger children are also given help to wash their hands with hand wipes before sitting at the table. There are a range of measures in place to help promote the children's safety. Records of risk assessments are maintained, the premises are secure, safety gates are in place and the staff are well deployed to support the children's safety. The children are beginning to gain an awareness of how to keep themselves safe through taking part in fire drills, themes on road safety and activities such as tidying away toys after play in order to reduce trip hazards. Children mix well with their friends and

are encouraged to respect the needs of others by being kind and sharing their toys. They behave well and benefit from the good example of staff, who talk quietly and calmly to them and maintain a consistent approach. Children of all ages are sociable and happy in a child orientated environment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met