

# Active Kids Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY388938

**Inspection date**

14/10/2009

**Inspector**

Ann Webb

**Setting address**

Active Kids Nursery, Scan House, Moorfield Road Estate,  
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**Type of setting**

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**

Active Kids Day Nursery was first registered in 2004 and in 2009 re-registered following a company restructure. They are registered to care for up to 62 children under eight years of age. There are currently 34 children on roll, of whom all are in the early years age range. The nursery is open each day, except Christmas and bank holidays between 7.30am and 6pm. There are 10 staff working directly with the children, including the manager; nine staff have a recognised childcare qualification. The nursery is in the Yeadon area of Leeds close to local transport services, the airport and schools. The children are cared for in an open-plan environment and are grouped according to their age. There is also an adjoining outdoor play area and large sports hall which is used for larger physical activities. The nursery receives support from the local early years advisory service.

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

Overall the quality of the provision is good.

The leadership of the nursery is strong, with clearly identified objectives for improvement and further development. The manager effectively motivates the staff team through her commitment, enthusiasm and positive attitude to effecting change and tackling challenges. Positive relationships with parents and other professionals, efficient use of self-evaluation and independent research successfully support the individual needs of all the children who attend and create an environment where all the children make good progress.

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

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

- obtain information from parents about what the children already know and can do when they first start to attend.

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

There are very effective systems and procedures in place to safeguard the children, and all staff are fully aware of their roles and responsibilities. A clear, written policy is shared with parents during settling in visits and the named member of staff for child protection has attended training, worked in partnership with protection agencies and is confident to follow the Local Safeguarding Children Board procedures. All children and their families are valued as individuals and equality of opportunity is firmly reinforced through creating an environment which celebrates diversity and challenges discrimination and prejudice.

Recruitment and vetting procedures are stringent and ensure that staff have the required background checks, skills and disposition needed to support the children's

well-being and learning. Risk assessments are robust and clearly detail all potential hazards to the children, indoors, outdoors and on outings. The manager and staff have effectively implemented improvements, and since the last inspection they have successfully improved risk assessments and planning challenges for children. Well targeted planning effectively supports the continual development of the provision. Through self-evaluation, parental feedback, training and sharing best practice with others the provision demonstrates a determination and commitment to maintaining improvement.

The management place a high value on the professional development of all staff and individual training needs are effectively identified through induction, mentoring and appraisals. This results in a well informed and motivated staff team who understand their roles and responsibilities, and successfully create an environment which supports good learning opportunities for both the staff and the children. Efficient management and planning makes good use of all available resources, using the skills of the staff and parents, the environment and equipment to support children's well-being, learning and development. For example, the children understand and are actively involved in recycling unwanted paper.

Partnerships with parents are professionally managed and staff recognise the importance of involving parents in their children's learning and working together to meet individual needs. For example, sharing developmental information and keeping them fully informed of their children's care. However, staff obtain limited information about what the children know and can do when they first start to attend. Links with other providers are appropriately established and information about the children individual needs is shared informally.

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

All children demonstrate a keen interest in learning and quickly become involved in a good range of play and learning experiences. They concentrate well on self-chosen activities, for example, browsing a book, painting pictures and experimenting with the water play. During their activities they spontaneously use number and mark making to count familiar objects and name their own pictures. Their creativity and imaginations are well developed and they use resources to re-enact a familiar domestic scene.

Daily routines support the children's good understanding of how to be safe and healthy as they choose bread sticks and raisins for snack and know not to run indoors. They know to wash their hands before food and after toileting and are fully involved in emergency evacuations. The youngest children are confident to explore their environment, for example, playing musical instruments and searching out their favourite toy. All the children have good communication skills and join in with relaxed and informal conversations. The environment is rich in language and communication, for example, staff and children use sign language to enable all children to participate and be fully included, as they share stories about their preferred super heroes.

The children behave well and listen and respond warmly to the staff's guidance and advice, sitting quietly to listen to a story and paying attention when other children have something to say. They are eager to join in with clearing away tasks and lining up before they play outdoors. They have a good understanding about what is expected of them and their good behaviour is rewarded positively with praise and encouragement. They show their care and concern for others and, during a group circle time, talk about their families and friends. The children have a good understanding of the diversity of the community in which they live and this is enhanced through the celebration of traditions and festivals and supporting resources which reflect positive images of race, gender and disability. For example, older children use a computer program to study Diwali, the festival of light.

The staff have a good understanding of the Early Years Foundation Stage and are confident to undertake observations of the children's development. These observations give a good account of what the children achieve in all six areas of learning and children are making good progress. The children's key workers are competent in planning for the next steps in their learning and are able to provide opportunities for the children to reach their full potential. The staff are proactive in adapting the environment and activities to ensure that all children are able to participate and are not excluded.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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	3
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