

# Active Kids Day Nursery

Active Kids Nursery, Scan House, Moorfield Road Estate, Yeadon, LEEDS, LS19 7BN

<b>Inspection date</b>	07/05/2013
Previous inspection date	14/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The thoughtfully planned play areas create an enabling environment for all children where their independence is promoted well and they can engage in purposeful play. Children benefit from a good range of play materials to support their learning and development.
- Children's behaviour is good because staff make their expectations of children clear. This enables them to learn to care appropriately for their environment and their resources in it, as well as developing the ability to take turns and share.
- Children's communication and language is given high priority; lots of opportunities are available to develop their skills. For example, children of all ages enjoy listening to stories and joining in with action songs and practising the phonic sounds.
- The management team effectively monitors the nursery, particularly in respect of the educational programme. This benefits children, with all making good progress in relation to their starting points at entry and their individual capabilities.

### It is not yet outstanding because

- Parents' views are not fully taken into account when completing the nursery's evaluation form, which means they are not fully involved in the improvement process.
- Children cannot independently access the rich and stimulating technological resources as staff do not always make them freely available or encourage their use.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured all the areas children play in and the outside area.
- The inspector observed a joint observation with the deputy manager and member of staff.
- The inspector tracked two children whilst at the inspection.
- The inspector looked at some documentation including children's learning records.

## Inspector

Jane O'Callaghan

## Full Report

### Information about the setting

Active Kids Day Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in an ex-warehouse in the Yeadon area of Leeds and Bradford, and is managed by Active Kids (Yeadon) LLP. The nursery serves the local area and is accessible to all children. It operates from one large room partitioned off and there is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level three, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round, except Christmas week and bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- build on self-evaluation by extending how the views of parents are incorporated, to further assist in identifying areas for future development
  
- improve children's opportunities to explore and operate information and communication technology equipment, such as instant digital cameras and programmable toys.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children play, learn and develop in an environment that has a wide range of age-appropriate toys and activities that are easily accessible. They have good opportunities to participate in individually planned activities, which the staff team plans thoughtfully. All planning is based on the children's interests and abilities and provides age-appropriate challenges. This ensures that children's development progresses according to their individual age and stage of development. A detailed system of observation and assessment means that staff can plan specifically for the needs and age of each individual child and cover all of the areas of learning. An efficient key person system is in place. The

key person takes on board children's starting points with information gathered from parents and also records the next steps in learning. This ensures children progress in their educational learning and develops their individual skills well.

The manager and staff demonstrate a secure knowledge of the requirement of the progress check at age two. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable them to accurately assess two-year-old children's development and provide relevant information to aid their progress. The nursery has a strong transition policy and procedure in place. As children move on to other rooms, they and their parents are introduced to the new key person through several sessions, and learning records are shared. When children are moving on to school, staff are building links with local schools and share all required information with them. Children visit the school and reception teachers visit the nursery. This ensures good continuity of care and education.

Many children demonstrate good levels of concentration as they persist at the activities that they select. For example, babies play with the toy vacuum and watch the beads jump up and down as they push it along the floor. However, older children have fewer opportunities to use a range of technology as part of their core play and learning experiences. This reduces occasions for them to talk about such equipment and explore how things work, for example, computers and programmable toys.

The children enjoy playing in the water, with effective support from staff who give clear explanations of how the water runs through the sieve. Children respond saying 'it looks like it is raining' and then get excited as they talk about the fish that live in the sea and ask what they drink. This helps to promote their understanding of the world and develops their imagination. Staff extend the water activity and encourage the children to talk about what we drink which leads to them asking about where milk comes from and together they discuss this, encouraging children to be challenged. Babies enjoy sitting on the staff's lap as they choose the book about the animals and point to the different ones, encouraging early literacy skills. Older children independently access a wide range of books and sit with their friends and read to each other. This helps to develop their social and communication skills as they tell the story to each other. Children of all ages get good opportunities to develop their mathematical and recognition of colours skills. They sit at circle time and are eager to tell the staff the different colours and explain that today it is sunny and the sun is 'bright yellow'. Older children confidently say the days of the week for the daily calendar and also know the date. All children enjoy playing in the outdoor area, where they are able to relax in the shade and chalk and draw on the easels, helping to promote their writing skills. Inside children's imagination is promoted well, they are eager to play in the role play area at the 'hairdressers'. More able children write appointments for the customers and then comb the 'customers' hair, chatting as they play. All children enjoy looking at their learning records and pointing out the letters that are in their name. Younger children take time to copy the flags of the different countries and through this activity they begin to recognise main colours such as red, blue and more difficult colours of silver and gold and explain that 'G' is for gold. This leads the staff to concentrate on phonics and the younger children, go through the alphabet, with some help from the staff. This helps to promote children's understanding of different words promoting the children's understanding of phonics.

### **The contribution of the early years provision to the well-being of children**

Staff support children's well-being effectively. For example, the key person system works very well in all areas and children are placed with the staff that they respond to, which enables them to build strong bonds with them. The nursery also ensures that any changes with the key person are treated with empathy and settling-in times are provided with the new staff member and as children move rooms. The nursery provides settling-in periods when children first start and this is flexible according to the children's and parents' needs. This helps the child's separation from their parents, putting them at ease and promotes their self-esteem and builds their confidence.

Children in the nursery behave well. Staff's gentle, yet firm approach with children, set them good examples on which to model their behaviour. Children are responsive to the staff, learning right from wrong. They are learning to cooperate with each other to complete tasks. For example, they work well together as they take turns as they play in the water tray, sharing the aprons and giving them to other children once they have finished. This helps to develop their personal and social development through learning to share with others.

Children's health and hygiene is promoted well. They are given lots of opportunities throughout the day to access the very well-resourced outdoor area, where they run about, ride on bicycles, scooters and kick the balls. All children freely access the outside area throughout the day, ensuring they receive lots of fresh air and physical play. They also learn about being healthy through reminders from staff explaining the importance of washing hands and using the antibacterial hand gel. Tissues are placed around for children to independently access to wipe their noses and place used ones in the bin. This helps to prevent cross-infection and promotes a healthy lifestyle. Children eat good quality food and staff take care to meet individual children's dietary needs and parents' preferences for children. Menus are displayed for parents to see, all meals are cooked on the premises, and food is fresh and includes meat, pasta, fruit and vegetables; some of which are locally grown.

Children take part in regular fire drills. When out and about in the community staff ensure children are either in pushchairs, with harnesses, or holding hands with staff members and that they also have a good awareness of road safety. This helps children to develop their understanding of how to keep themselves safe. Children with special educational needs and/or disabilities are very well supported, as staff work closely with parents and other professionals, such as a speech and language therapist and other outside agencies. This means that children are making good progress and are fully included in the activities and events at the nursery.

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

Safeguarding of children is given high priority. Staff have a thorough understanding of their duty to protect children, and safeguarding is discussed during staff meetings. There

is a comprehensive safeguarding policy and procedure in place. The designated person is the deputy manager and the majority of staff have attended training on safeguarding which is updated every three years, ensuring that their knowledge is recent should they have any concerns.

A recent incident, where a child sustained an injury, required Ofsted to raise action, relating to child supervision, safety of premises and deployment of staff, so that children are supervised at all times, especially when playing in the sports hall and ensuring that the premises are safe for children to use, with particular reference to the netting around the sports hall. The provider took immediate action to ensure children's safety by reviewing staff deployment in this area, making sure that all loose netting is securely fastened and carrying out daily risk assessments in this area. This inspection found that the provider continues to comply with these requirements and as a result, children's safety is promoted well.

Strong and thorough recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure. Staff have good opportunities for supervision and appraisals with the manager, along with regular staff meetings. At these, training needs are identified to ensure that all staff update their knowledge and professional status. Staff ensure that all planning is completed weekly and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised. Assessments and ongoing tracking sheets are completed by staff on the children. This ensures children's skills and abilities are monitored and that they continue to make good progress in their learning.

The manager and staff team demonstrate a good capacity to maintain continuous improvement. They are continually updating their self-evaluation to ensure they are working in line with the Early Years Foundation Stage. Staff and managers, attend regular meetings, where they identify their strengths and weaknesses and listen to children's thoughts and ideas when updating the evaluation. However, comments from parents are not always taken on board to further assist in identifying areas for future development. The staff team have a common sense of purpose and work effectively together to continually improve opportunities for children to achieve and maximise their individual potential.

The nursery has built up strong links with outside agencies to ensure children's development is supported and also parents' needs and wishes are adhered to. For example, staff have good relationships with local authorities and speech therapists. The nursery has built good partnerships with parents; the manager ensures that settling-in periods meet with parental needs. Parents receive information through regular newsletters, electronic mail and informative notice boards, where all key persons' photographs are displayed. Parents are very complimentary in recent completed questionnaires. For example, they say how 'welcoming the nursery staff are'. Staff make parents feel welcome in the nursery. In addition to regular parent consultation meetings, daily feedback is provided on a sheet for parents each day, so that parents are continually involved in their children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY388938
<b>Local authority</b>	Leeds
<b>Inspection number</b>	912429
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Active Kids (Yeadon) LLP
<b>Date of previous inspection</b>	14/10/2009
<b>Telephone number</b>	01132397288

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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