

Academy Day Nursery

Bestwood Park Drive West, Rise Park, Nottingham, NG5 5EJ

Inspection date	15/01/2014
Previous inspection date	29/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 management team are committed to the continuous development of the provision. They use a good system of self-evaluation which includes the views of everybody. This creates a motivated staff team who happily work together to improve the provision for children.
- Partnership working with parents and other agencies is good. There is a constant two-way exchange of information which means children's individual needs are always met and everyone works together to support children's learning and development.
- Children are provided with a balance of adult-led and child-initiated activities that cover all areas of learning. Therefore, they are making good progress towards the early learning goals.
- Safeguarding of children is good. Policies and procedures are understood and implemented well by all practitioners. As a result, children are protected and kept safe.

It is not yet outstanding because

- Sometimes organisation of routines in the toddler room does not take full account of children's developing independence and free choice, or allow them to become deeply involved in activities.
- There is scope to further develop children's creativity and explorative skills by providing a wider range of media, materials, resources and sensory activities.

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 observed children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation and improvement plans.
- The inspector spoke with the owner, manager and practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day and from their written comments.

Inspector

Joanne Gray

Full report

Information about the setting

Academy Day Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Rise Park area of Nottingham. The nursery serves the local area and is accessible to all children. Children are cared for in four rooms and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 76 children on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- review the organisation of the day in the toddler room to ensure children have more time and freedom to become deeply involved in activities that interest them, paying particular attention to snack time, outdoor play and nappy changing
- provide a wider range of media, materials, resources and sensory experiences to further inspire children's exploration and creativity.

Inspection judgements

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

Practitioners have a secure knowledge and understanding of how to effectively promote children's learning and development. They find out about what children can do before they start at the nursery and plan well for their learning needs. Practitioners record children's achievements in their individual development folders and use the information to carefully plan for their next steps in learning. The observations show that children are progressing well towards the early learning goals. Practitioners regularly use the observations to help them plot out how children can 'reach for the stars' and these individual targets are shared with parents so they can support their children's learning at home. Practitioners working with babies concentrate on planning for their prime areas because they recognise that these are the areas that young children need to be secure in first. This means that all children are developing skills in readiness for school.

Teaching is good; practitioners support children effectively and promote their language skills particularly well. Children who speak English as an additional language have confidence to learn English because practitioners have effective strategies in place to support them. For example, they have cards with signs and symbols on and use key words in children's own languages to help their understanding. Children listen to stories with increasing concentration because practitioners read to them using varied tones of voice. They have a wide selection of fact and fiction books and enjoy listening to stories in small and large groups. Practitioners extend children's language by asking them open-ended questions, such as 'What can you see on this page?' Toddlers are given time to respond to questions before practitioners step in and repeat the question. This means they have time to think about their answers and feel confident to join in. Children's reading skills are also developing because practitioners point to the text as they read to them. Practitioners encourage children to persevere in their learning and solve problems. For example, when a tower of blocks tumbles down they ask children 'How can you build it again?'

Children make decisions for themselves and are becoming independent because they can self-select from a wide range of stimulating activities in all areas of the nursery. However, practitioners decide which children can go outside and how long they spend there. In addition, toddlers have to stop what they are doing to have snack together. This means that sometimes they cannot play and explore in the areas they choose themselves and their engagement in learning is interrupted. Children learn about the similarities between themselves and others as they look at photographs of themselves displayed in the room. They also explore a variety of festivals, such as Diwali and Chinese New Year, which supports their understanding of different cultures and beliefs. Babies and children enjoy a range of expressive arts and design activities, for example, they explore the texture of jelly, and paint pictures for display on the nursery walls. However, sensory activities, such as sand, water and dough, are not routinely provided to thoroughly motivate children's creativity and exploration. Children are developing vivid imaginations as they are provided with a wide range of resources to support them. For example, they enjoy dressing up and playing with the dolls in the home corner. Practitioners take every opportunity to extend children's mathematical skills as they take part in activities. For example, they praise children as they count the blocks correctly and ask them what number comes next.

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

The effective key person system means that children quickly form close, trusting relationships with the practitioners who care for them. Practitioners find out about children's needs and interests from parents before they start at the nursery, so they meet their needs from the beginning. As a result, children separate from their parents and make the transition from home to nursery with ease. Parents comment that although children cry when they first start, they quickly settle in and they are happy with their progress. Children are prepared well for moving rooms within the nursery because they have lots of visits before they move. They are also supported for their move to school because parents are asked to share their development folders with schools. Teachers are also invited to see children in the nursery and share information about children's care and learning needs. This helps reassure children about their next steps in learning and means teachers have

opportunity to get to know about their needs and personalities before they move.

Children's behaviour in the nursery is good because practitioners are positive and consistent role models. They remind children to share toys with their friends and take turns with bikes when playing outside. Practitioners explain to children why they need to walk inside and why they should not climb on the tables so they are learning to keep themselves safe. Children are becoming independent as they take themselves to the toilet and wash their own hands afterwards. They are also given time and support to put on their own coats before they go out to play.

Children are learning to be active and understand the benefits of physical activity because they spend time in the large outdoor space every day, where they benefit from fresh air and practise their physical skills. Practitioners also support children to take risks in their play outside as they run up and down grassy slopes and ride their bikes down hills. However, they are only outside for a set period during the session and this means they cannot always become deeply involved in activities of their choice. Children are developing a good understanding of the importance of a healthy diet. This is because the nursery cook prepares tasty, nutritious meals and snacks. In addition, practitioners talk to children about what they are eating and why it is good for them. Children's families are also supported to develop healthy eating habits because they are involved in choosing new menus and an informative display is provided in reception.

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

Safeguarding of children is given high priority by all practitioners, who understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. Sound recruitment, vetting and induction processes ensure that all those working with children are suitable to do so and understand their roles as soon as they start. This inspection was brought forward following an investigation being carried out by Ofsted following notification that a child was able to leave the premises. Ofsted issued a notice to improve to the nursery in relation to children's access to a fire exit. Since the incident, the owner and manager have carried out a thorough investigation and addressed this issue by fitting an alarm to the fire exit door. Practitioners are well deployed and good adult-to-child ratios mean children are well supervised and kept safe. There are also robust risk assessments in place for all other aspects of the nursery and daily checks take place to make sure the environment is safe for the children who attend. Accidents are recorded well and parents are asked to sign the accident sheet when collecting children from the nursery.

Practitioners have a secure knowledge of how children learn so they plan stimulating and challenging experiences for their key children. They record observations of children's progress in their individual development folders. The manager has a good overview of children's learning and development because she uses a tracking system developed by the local authority. In addition, she reviews all children's development files and holds meetings to support practitioners to keep them up to date. This means gaps in children's learning and the educational programmes can be identified to make sure all children make good

progress. However, she does not regularly monitor routines during the day. This means that opportunities to develop children's independence and engagement in learning are not fully maximised. All practitioners have regular supervision and work with the manager to review their own practice and identify any training needs. Self-evaluation and reflection are strong throughout the nursery. The manager and practitioners have effective ways of examining their practice and developing clear and concise action plans that show the nursery's good commitment and capacity to continually improve. Parents are involved in the self-evaluation process with the use of a suggestion box and parent questionnaires.

Practitioners have a sound understanding of working in partnership with others to promote continuity in children's learning, and links with the local children's centre are good. For example, with parents' consent, the manager shares progress checks with the community nursery nurse who also works with their families in the children's centre. The nursery also works closely with the local authority adviser, who particularly supports them with strategies and individual education plans for children with special educational needs and/or disabilities. Partnership with parents is effective because practitioners establish effective relationships with them from the start. Parents speak very highly of the setting saying that practitioners are 'very approachable and friendly'. They also report that their children love coming to nursery and ask to go there all the time and that it is a very 'child-centred' environment where their children 'come on in leaps and bounds'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY288797
Local authority	Nottingham City
Inspection number	948035
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	76
Name of provider	The Academy Day Nursery (Nottingham) Ltd
Date of previous inspection	29/06/2009
Telephone number	0115 9797800

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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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