

Active Kids Day Nursery

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



Inspection date

26 April 2017

Previous inspection date

14 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have worked hard to make sure that all the necessary improvements have been made since the last inspection. Monitoring processes are now beginning to ensure that practice is effectively challenged to secure continuous improvement.
- Children benefit considerably from their regular access to a well-planned, stimulating outdoor environment that effectively meets their learning needs and interests.
- Staff know the children and their families very well. Parents praise the staff's highly individualised approach to meeting their children's needs.
- Relationships are positive on all levels. Staff create a warm, friendly and safe environment where children are happy throughout the day and parents are made welcome. Consequently children arrive happily, settle quickly in their play and behave very well.
- Children's confidence and independence are effectively supported. For example, older children confidently pour their own drinks, put their own coats and boots on and quiz visitors about who they are and why they are there. Some children are keen to talk about their nursery and why they like it there.

It is not yet outstanding because:

- Monitoring and supervision systems do not always identify when children's individual learning needs, could be even better addressed or how groups of children, such as those with English as an additional language, could be better supported.
- Some staff miss opportunities to fully extend children's language skills within daily routines.

What the setting needs to do to improve further

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

- continue to develop monitoring and supervision systems, to provide even greater focus on how children's individual learning needs could be promoted and how groups of children could be better supported.
- continue to improve consistency in staff's skill and knowledge of language development.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and out.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare. The inspector also carried out joint observations with the manager.
- The inspector held a meeting with the nursery manager and provider.
- The inspector spoke with several parents during the inspection, read testimonials from other parents and took account of their views.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, required for the safe and effective management of the provision.

Inspector

Elizabeth Patricia Edmond

Inspection findings

Effectiveness of the leadership and management is good

Following a period of change, the provider and the manager are now developing a strong, committed staff team. Staff are motivated and dedicated in their work with the children and their families. Self-evaluation and close links with the local authority are used effectively by staff to make positive changes. Improvements in monitoring the quality of teaching are beginning to achieve consistency across the nursery. The process for tracking children's progress correctly identifies gaps, and leaps, in children's learning. Importantly, staff's precise knowledge of the individual children and their family situations enables them to use this information successfully to ensure effective support and development of children's learning. Safeguarding is effective. Staff access a range of training relevant to their roles. They understand procedures to be followed should they have concerns about children's well-being or the suitability of adults who work with children. Close links with parents and other agencies further promote children's well-being.

Quality of teaching, learning and assessment is good

Staff talk confidently and fondly about the children for whom they have key-person responsibility. Staff have clear plans to meet children's individual needs to ensure that they make good progress in all areas. Links with other agencies and focussed work help to support children's communication skills. Older children confidently announce that their new French word for the week is 'bonjour' and that this is the same as 'hello'. Skilled staff build on children's curiosity and language, for example, by extending a conversation about their raisins to consider what sort of fruit they might have been before. They introduce numbers as children play with the dough and help them to look at initial letters to help them to find their name card. Children learn a range of songs that promote their learning. However, some staff sing the songs too quickly for toddlers to join in, so opportunities are missed to develop children's language skills.

Personal development, behaviour and welfare are good

Staff effectively support children's confidence and independence; they understand how this influences learning. Children are confident in the purposeful daily routines that support these skills and in their relationships with the staff. Children's behaviour is very settled and their social skills are developing very well. The provision of boots and waterproof suits means that children's health benefits from their daily engagement in a broad range of exciting outdoor play opportunities, regardless of the weather. They concentrate well as they play at the mud kitchen, or write their names with chalk. They chat happily with each other and staff as they relax on the hammock. Importantly, children have great fun as they develop their physical skills by pedalling the bicycles, digging the garden, or climbing on the equipment in the fresh air.

Outcomes for children are good

Children achieve well from their individual starting points. Staff use small and large group time effectively so that older children learn to listen to adults and follow routines and instructions in readiness for school. Parents say that they feel fully involved in their children's care and learning and are very pleased with their children's development.

Setting details

Unique reference number	EY388938
Local authority	Leeds
Inspection number	1079718
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	38
Number of children on roll	62
Name of registered person	Active Kids (Yeadon) LLP
Registered person unique reference number	RP528759
Date of previous inspection	14 November 2016
Telephone number	01132397288

Active Kids Day Nursery was registered in 2007. The setting employs 11 members of childcare staff. Of these, nine hold appropriate qualifications at level three or above. The setting opens from Monday to Friday all year round, excluding the week between Christmas and New Year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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