

Kids Academy - Holt Park

Holtdale Approach, Holt Park, Leeds, West Yorkshire, LS16 7RX



Inspection date	15 August 2017
Previous inspection date	23 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership is strong, the owner demonstrates a commitment to the continuous improvement of the good quality practice in place. Staff are well supported so they implement the procedures efficiently. This provides the strong foundation for promoting good outcomes for children and the provision of high-quality care and learning.
- Partnerships with schools, other professionals and services are first class. The staff member responsible for coordination of such services is relentless in pursuit and engagement of others. The excellent systems ensure that all meetings are well attended by those that have a significant role in the child's care. As a result, children's unique health and learning needs are superbly attended to.
- Staff are exceptionally warm and welcoming. Their gentle and attentive approach helps children develop strong relationships with their key person and the wider staff team. Babies are happy, content and inquisitive. Older children are confident and independent explorers of their world. They all demonstrate high levels of emotional security.
- The staff are experienced, well qualified and their teaching is good. Assessment for learning is accurate, regularly undertaken and shared with parents. Children enjoy exploring what they know and can do in a well-organised play environment.

It is not yet outstanding because:

- Occasionally, staff do not always re-model correct language or question children in ways that help them to talk more fully to explain what they know and think.
- Staff have not fully explored ways to support children to more independently use the good range of technological equipment that is available.

What the setting needs to do to improve further

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

- support staff to gain an even greater awareness on how they can question children to help extend their language for speaking and thinking
- create more chances for children to independently operate the good range of technological equipment available.

Inspection activities

- The inspector viewed all areas of the premises and observed activities in the playrooms and the outside play area. He joined the older children on a trip to a local park. He observed teaching and the impact this has on children's learning.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day.
- The inspector held meetings with one of the owners and the nursery manager. He also conducted a joint observation with the nursery manager.
- The inspector checked the evidence of the qualifications and the suitability of the staff working in the nursery. He also looked at children's registration records, and the arrangements for self-evaluation, the records of complaints and risk assessments.
- The inspector checked arrangements for staff who have first-aid training.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

The nursery is well organised and maintained. Staff-to-child ratios are over and above minimum requirements and most of the team has been employed at the nursery for a number of years, providing stability. The owner and manager ensure a performance management programme is in place, with a range of training, such as learning outdoors. This is supporting the steady progress in teaching and creating a strong team spirit. Safeguarding is effective. Staff demonstrate they have a very good understanding of policies for child protection and any steps they need to take to keep children safe while in their care. The monitoring of assessments of children's learning is supporting the good progress for every child. Parents speak highly of the attentive care their children receive and the wide variety of experiences children enjoy, such as a visit to the city beach.

Quality of teaching, learning and assessment is good

The staff team have a good understanding about the connections between children's play and how this promotes learning across the differing areas of learning. Children benefit from the inviting and interesting environment provided. They enjoy being able to choose and select their own equipment. For instance, babies delight in dropping toy animals into water. They squeal as they create big splashes. Toddlers giggle as they pretend flakes of cereal are insects or join an imaginary ride on an aeroplane. Pre-school children are keen to join in discussions during show-and-tell sessions. Staff support children well to build up their confidence in listening and speaking within a group. Children enjoy books independently and being read a story. Parents are regularly encouraged to share information about their children and support ongoing learning.

Personal development, behaviour and welfare are outstanding

A superb key-person system creates a truly nurturing environment. Highly effective routines and gentle explanations help children to learn about keeping themselves safe. For instance, before crossing the road, staff invite the children to discuss what they see, hear and if they think it is safe to cross. This helps children to develop their own sense of safety and promotes confidence and social development. Pre-school children have an excellent understanding about healthier food choices. They confidently discuss that too many donuts, too often, is not good for them. Children demonstrate exceptionally positive behaviour. Staff's respectful role modelling helps children to adopt high levels of self-control and cooperation. Stories and activities about families and experiences beyond the children's own families further promotes positive attitudes.

Outcomes for children are good

All children including those who have special educational needs and/or are busy and engaged in purposeful play. They paint, draw and initiate discussions. Children are keen to join in activities, and enjoy becoming absorbed in what they are doing. They competently do things for themselves, such as dress, collect their own plates and serve their food. This prepares them well for the next stages in their learning, such as starting school.

Setting details

Unique reference number	320555
Local authority	Leeds
Inspection number	1064104
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 - 4
Total number of places	60
Number of children on roll	51
Name of registered person	Kids Academy Limited
Registered person unique reference number	RP519352
Date of previous inspection	23 July 2013
Telephone number	0113 2300990

Kids Academy - Holt Park registered in 2000. The nursery employs 16 members of childcare staff. Of these, one holds early years professional status and another 12 hold appropriate early years qualifications at level 2, 3, and 6. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays, a week at Christmas and an annual staff training day. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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