

Kids Academy - West Park

West Park Drive, Spen Lane, West Park, Leeds, West Yorkshire, LS16 5AS



Inspection date

6 March 2017

Previous inspection date

27 February 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is a highly qualified, passionate early years practitioner. She works closely with her well-qualified team of staff to maintain high standards of care and education for all children.
- The manager and her team successfully evaluate their strengths and identify where they could improve. The views of parents and children are fully considered in this process to ensure that planned developments meet their needs. This helps them to improve outcomes for children and their families.
- Children's communication and language development are supported effectively. Staff engage in constant discussion, introduce new vocabulary and model language during their activities. Children make good progress in their learning.
- The staff team meets children's individual needs well. Staff work in partnership with other professionals to successfully support children who have special educational needs and/or disabilities and children who speak English as an additional language.
- Staff are calm, continually praise children and reward their positive behaviour. Children readily go to staff for support and reassurance. Staff effectively manage children's behaviour and talk about the importance of safety throughout children's activities.

It is not yet outstanding because:

- The manager's supervision of staff does not yet have a strong enough emphasis on incisively evaluating their practice, to help raise the quality of teaching to an outstanding level.
- Although, assessment of individual children is good, the manager has not yet established a highly successful system to monitor and review the progress of different groups of children.

What the setting needs to do to improve further

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

- strengthen the supervision of staff to focus more precisely on raising the quality of teaching to an outstanding level
- build further on arrangements for comparing the progress made by different groups of children, and check that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they have any concerns about a child's welfare and the manager has a clear understanding of her responsibilities. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well. Staff are vigilant and supervise children well, ensuring that their safety and security are prioritised. Staff have developed good relationships with local primary schools. This helps to ensure they work in partnership and share relevant information to support children with their future moves. Parents are very complimentary about the care and learning that their children receive. Staff are actively encouraged to attend training courses. This helps to further enhance their knowledge, skills and understanding, which in turn benefits children.

Quality of teaching, learning and assessment is good

Staff observe children at play, which helps them to identify their strengths and interests. They plan activities that encourage children to develop new skills and build on what they already know and can do. Babies benefit from a range of sensory activities that encourage them to investigate and explore. Staff intuitively support babies' early language and physical skills. Pre-school children practise their small-muscle skills as they manipulate a range of small objects. This helps them to develop hand control to support their early writing skills. Staff incorporate numbers and counting into activities and promote children's early mathematical skills effectively. Partnerships with parents are good. Staff share activities with parents to help them to support their child's learning further at home. For example, staff have created a resource library for families to take books home so that they can enjoy reading together.

Personal development, behaviour and welfare are good

The key-person system works effectively throughout the nursery. Children form trusting bonds with attentive staff who offer them plenty of praise and encouragement. This helps to promote children's emotional well-being and contributes to the confidence and self-esteem they demonstrate. The indoor and outdoor learning environments are stimulating and provide good opportunities for children to make independent choices in their play. Healthy lifestyles are promoted. Staff encourage children to follow good hygiene practices and provide them with nutritious snacks and meals. Children have good opportunities to be physically active and enjoy opportunities to run, climb and explore a wide array of sensory and creative materials outside.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress in relation to their starting points. Children are independent, enthusiastic learners. They confidently serve themselves at mealtimes and pour their own drinks. Children play well together and build good friendships. For example, they take it in turns to roll the dice when they play dominoes together. Children have good foundations and gain key skills for the next stage in their learning and ultimately their move on to nursery or school.

Setting details

Unique reference number	319383
Local authority	Leeds
Inspection number	1064096
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	56
Number of children on roll	76
Name of registered person	Kids Academy Limited
Registered person unique reference number	RP519352
Date of previous inspection	27 February 2013
Telephone number	0113 216 1090

Kids Academy-West Park was registered in 1997. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, three staff members hold a qualification at level 6 and the manager holds early years professional status. The nursery opens from Monday to Friday all year round. 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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