Inspection of Aktiva Kingsbrook View

Kingsbrook View Primary Academy, Kingsbrook Basin, Aylesbury, Buckinghamshire HP22 7EE

Inspection date:	6 June 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are excited to arrive at the nursery and quickly settle into their learning. The curriculum they follow is multi-layered, where they explore different aspects of learning numerous times to help them to master what they need to know. For example, children play with dough, where their squeezing, shaping and rolling of the dough strengthens the small muscles in their hands and fingers. During group times, children focus on getting to know different letters of the alphabet. They sound out the letter and practise forming its shape in their air with their fingers. These preparations for learning to write help children to gain the necessary skills before they start to explore making marks on paper.

Children are confident and expressive talkers who share their ideas and initiate conversations with others. They show enthusiasm as they talk about the things that excite them. The nursery is exceptionally welcoming and children with special educational needs and/or disabilities make excellent progress in the staff's nurturing care.

Children behave extremely well and demonstrate an insatiable appetite for learning. In the garden, they explore cause and effect with wonder and curiosity. They observe what happens if they pour more water into a drainpipe filled with balls. Children run to the end of the drainpipe to catch the balls as they work out that more water makes the balls move faster.

What does the early years setting do well and what does it need to do better?

- Staff are all very knowledgeable about their key children's home lives, which enables them to work effectively with parents and to plan for their learning. Staff know the curriculum intent and understand how to implement it successfully to build on children's previous experiences. Staff confidently discuss the progress children make and have a good understanding about children's development, showing high expectations for what children can achieve.
- Children demonstrate that they can apply their previous learning. When matching letters to pictures of the same sound, they can work out the correct piece of the puzzle by testing the sound as they say what is in each picture. Children are rightly pleased with themselves when staff praise their success.
- Overall, the quality of interactions between staff and children are good and staff support children well. However, some children wait for parents to collect them at lunchtime. During this short changeover period, these children do not have opportunities to engage in meaningful learning and appear left out as the main group prepare for their lunch.
- Group times are beneficial for supporting children to develop social relationships and understand some of the rules of communicating with others. Children show

they are interested in what others say as they face forward and listen. This is testament to the staff's good ability to cultivate children's respect and consideration for others. Children have opportunities to share their experiences and talk about what makes them unique and special.

- Staff manage mealtimes safely. Children gain independence as they prepare and eat their lunch. Staff eat their lunch with the children, which models positive behaviours and attitudes towards healthy eating. This helps to create an informal and relaxed atmosphere at mealtimes.
- The provider makes excellent use of additional funding for vulnerable children. They plan enticing new experiences that fascinate children. For example, children and parents talk excitedly about the joy of watching eggs hatch into chicks at the nursery.
- Staff report how happy they are in their work. They feel highly valued by the provider, who appreciates the benefit of encouraging staff's training and personal development. The provider invests in supporting staff to advance their knowledge and skills. Consequently, staff inject their enthusiasm and motivation back into their practice. This is evident in the good quality of care and education they provide for children.
- Parents compliment the staff and the care that their children receive at the nursery. They talk about the good range of ways staff communicate with them. For example, there are parents' evenings, where they can talk about their child's progress in depth with their key person. Parents say staff always make time to talk at the end of the day and parents feel this enables them to support children's learning at home successfully.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities in relation to safeguarding children. Each has had training so they are clear about the signs and symptoms that might indicate children are at risk of harm. The manager recognises the vital importance of establishing trusting relationships with families. This enables staff to identify when changes in behaviour or children's home lives might indicate a risk to children's welfare. There are clear lines for reporting concerns to local safeguarding partners. This, combined with excellent supervision of children and effective risk assessments, creates a safe environment for children.

What does the setting need to do to improve?

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

- ensure that the good quality of interactions between staff and children and meaningful opportunities for children's learning continue during times of change, such as when children are waiting to go home at lunchtime.

Setting details

Unique reference number	2647374
Local authority	Buckinghamshire
Inspection number	10291196
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	46
Number of children on roll	69
Name of registered person	Aktiva Nurseries Ltd
Registered person unique reference number	RP545594
Telephone number	07887330772
Date of previous inspection	Not applicable

Information about this early years setting

Aktiva Kingsbrook View registered in 2021. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Hayley Marshall-Gowen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the intent of the curriculum and observed its implementation during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

We carried out this inspection 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.

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