

Acorns-in-Adel Limited

Inspection report for early years provision

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| Unique reference number | EY371876 |
| Inspection date | 06/10/2008 |
| Inspector | Linda Filewood |
| Setting address | 469 Otley Road, Adel, LEEDS, LS16 7NR |
| Telephone number | 01132 673 946 |
| Email | |
| Type of setting | Childcare on non-domestic premises |

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Acorns-in-Adel Limited is a private nursery. It re-registered in 2008 and operates from a converted house in the Adel area of Leeds. There are three main care rooms on each floor and all children access an enclosed outdoor play area. The premises are accessible to people with limited mobility. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered to provide care for up to 30 children on the Early Years Register. There are currently 50 children on roll, some of whom attend part time. The nursery is registered with the local authority to provide funded nursery education for those children of eligible age. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

There are 12 staff employed to work with the children; the majority of these have appropriate qualifications at various levels. A cook is employed to cater for children's meals.

Overall effectiveness of the early years provision

Acorns-in-Adel Limited provides a homely, friendly environment where all children engage in a good variety of activities and are well cared for. Observations of children's development are undertaken regularly but the identified next steps do not always contain enough information to aid the planning for future challenging activities. There is a well-established, committed staff team who know the children well and who work closely with parents and outside agencies. This ensures good continuity in the children's care, especially for those children with additional care needs. Security and safety is a high priority, but a current safeguarding policy and procedure has yet to be fully implemented. The management team evaluates the provision extremely effectively and has a very clear vision for the future development of the provision in order to enhance the outcomes for the children in their care.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the next steps identified from observations are sufficiently detailed, so that they provide a reliable basis for planning in order to challenge and stimulate the children
- ensure that policies are in line with Local Safeguarding Children Board guidance and procedures and include the procedure to be followed in the event of an allegation being made against a member of staff.

The leadership and management of the early years provision

Documentation is accurately maintained and written policies and procedures are used effectively to promote children's welfare and care. However, the current child protection policy is not yet in line with Local Safeguarding Children Board guidance and procedures and does not include the procedure to be followed in the event of an allegation being made against a member of staff. The management and staff team are committed to improving safety and ensure risks to the children and staff are minimised by using an outside agency to make sure thorough risk assessments are in place. Children are closely supervised at all times, especially during the building of the extension to the premises. Robust recruitment systems are in place to ensure the suitability of staff to work with children. Staff are well supported through induction, appraisal and training to enhance their knowledge and so further meet the needs of the children.

The provider has an extremely clear awareness of the provision and is constantly looking at ways to improve the outcomes for all children. For instance, babies are to be moved into a new purpose-built unit with wheelchair access. This will increase the space for the older children in the original building and allow children to be grouped more effectively with respect to their stages of development. A variety of robust and very comprehensive self-evaluation systems is in place. These are well targeted to bring about sustained improvements both in the professional development of the staff and the quality of the provision for the children.

Parents receive a wealth of information about the service the nursery provides, the care their children receive and their daily activities. Each child is assigned a key person who spends time talking to parents. Parents comment that the close relationships that have been established give them confidence that their child's needs are well met. Inclusive practice is very well promoted so that all children have their welfare and learning needs met. Staff undertake extra specific training to cater for any individual additional needs. Further outside support is well utilised, in partnership with the children's families and other carers. There are staff who speak more than one language and parents are asked for key words in children's home language to support the linguistic diversity of the children at the nursery for whom English is an additional language.

The quality and standards of the early years provision

Children are well supported as they learn through play and are making good progress in their development. Staff have a sound knowledge and understanding of the Early Years Foundation Stage and this ensures that children engage in a good range of adult-led and child-initiated activities to develop their learning. Children's communication skills are enhanced as staff constantly interact well with children, asking questions, engaging them in conversation and encouraging them to think critically and so become active learners. Their learning and development is closely monitored through a good variety of effective systems. These ensure that children are making steady progress and any additional learning or development needs are easily identified. Regular written observations, which are linked into the areas of learning, are used to identify the next steps in children's learning. However,

sometimes the lack of sufficient detail does not provide a reliable basis for future planning in order to challenge and stimulate the children. The children's starting points and capabilities are discussed with parents, who are encouraged to add to the children's individual profiles. This has a positive impact on the partnership in children's learning and development.

Children are happy and confident and enjoy the positive relationships with other children and staff. They are encouraged to show care and consideration for others. For example, the provision organises social days when children and their families take part in events, such as a Big Toddler, to raise money for a children's charity. Children's health and well-being are fully considered. The nursery cook works closely with parents to ensure children's dietary needs are met and children learn about healthy eating. Older children know, for instance, that vegetables are good for you and enjoy tasting foods, such as Indian snacks from the Indian restaurant created during imaginative play. Children are supported through discussion and posters to have a good understanding of a healthy lifestyle. Children wash their hands before eating and older children spontaneously have a drink to re-hydrate when coming in from playing outdoors. Babies and younger children sleep in accordance with their individual needs and not in line with nursery routines. Children's understanding of how to keep themselves safe is well promoted. They practise the fire drill and older children are taught to use the handrail when climbing the stairs to their playroom. All children are encouraged to play nicely with each other, to take turns and to share equipment, all of which is suitable for their ages and stages of development.

Children are becoming skilled in their physical development. Older children enthusiastically throw bean bags into baskets and jump in and out of chalked circles outside, whilst babies are supported in learning to crawl or stand for the first time. Children's growing independence is well promoted. Young children independently choose a book to look at with a staff member and older children are given choice at mealtimes, both in their main course and in the size of the portion of food. All children readily engage with others in play but are equally confident to sometimes play alone.

They enjoy songs and rhymes and younger children actively use musical instruments to tap out the rhythm. Mathematical language is used during play and in daily routines, and resources, such as jigsaws, help young children learn about shapes. Children's artwork is proudly displayed around the nursery. Babies are encouraged to explore the feel of paint and dough. Older children learn to recognise their names as they find their seat at mealtimes. Staff encourage their mark-making skills both indoors and outdoors as children chalk numbers and letters on the ground outside and some write their names on their pictures.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Good |
| How well does the provision promote inclusive practice? | Good |
| The capacity of the provision to maintain continuous improvement. | Outstanding |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | Good |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Outstanding |
| How well does the setting work in partnership with parents and others? | Good |
| How well are children safeguarded? | Satisfactory |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Good |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Good |
| How well are children helped to stay safe? | Good |
| How well are children helped to be healthy? | Good |
| How well are children helped to enjoy and achieve? | Good |
| How well are children helped to make a positive contribution? | Good |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.