

Acorns In Eldwick Limited

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Acorns-in-Eldwick is owned by a limited company and was registered in 2010. It operates from two-storey premises in Eldwick, Bradford. The nursery serves the local area. There is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday all year round, except for bank holidays and Christmas/New Year. Sessions are from 7.30am to 6pm and children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 70 children registered who are within the Early Years Foundation Stage. It also offers care to children aged over five years to eight years provided by the Oak Club After School Centre. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs 18 members of childcare staff, 13 of whom hold level 3 qualifications or above. The manager holds Early Years Professional Status. Staff walk children to and from the nearby school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as individuals and provided with a good range of activities which support their learning and development needs well. They make good progress and are kept safe, secure and in good health in a well-organised nursery. Required documentation is in place and most is used well to support practice. Effective partnership with parents is a strength of the setting and relationships with other services are also developing. The nursery is in the early stages of evaluating their practice, but demonstrates a sound commitment to continually developing the provision and improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure medication records are consistently and accurately completed
- develop the system of self-evaluation to actively seek the views of parents and to clearly identify targets for future improvement
- develop more opportunities for children to make greater use of technology, planting and growing, and to develop their physical skills.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the nursery has a good knowledge of local safeguarding procedures. Staff are well informed about child protection and have the appropriate contact details available should they be concerned about a child. All staff members are suitably vetted. Children are kept safe because staff are vigilant and supervise the children well. They carry out risk assessments which cover all areas, including regular walks to school. This means all children are well protected when using equipment and resources, such as the train and carriage outdoors. Children are also further protected because the staff keep many effective records, including accident, attendance and most medication records.

Staff are knowledgeable about the Statutory Framework for the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organized. There is a range of resources for children to choose, including some technological toys, such as baby walkers. Children are able to choose what they would like to play with and can access resources for themselves, such as books or toys in the home corner. This means that they are developing their independence skills which contributes to good progress.

The senior management team have started to reflect on their practice based on staff's contributions and using the Ofsted form. Although these systems are still developing so that priorities are clear, staff look for ways to improve the provision for the children. For example, they plan to develop the outdoor area so that children have a range of opportunities to improve their experiences of planting and growing. Staff are also keen to widen the range of special days and festivals celebrated through the year so that children gain a greater understanding of different people's beliefs and religions. Staff form effective relationships with parents and carers. They obtain useful information about each child, such as what they can do for themselves as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. Staff and parents share important information about their child's starting points and progress. This means that parents become involved in their child's learning and each child is well supported in making progress towards the early learning goals. The nursery offers sensitive and caring support to children who have special educational needs and or disabilities. They work with outside agencies as well as parents to ensure that children's individual needs are identified and, where appropriate, specialist support is sought to help children achieve their full potential. Children are learning to develop positive attitudes towards themselves and others because staff are prepared to challenge any discriminatory comments and teach them about other cultures and beliefs.

The quality and standards of the early years provision and outcomes for children

Children enjoy being in this setting. They are familiar and secure with daily routines because the staff are careful to meet their needs. Children are able to move freely and safely around the setting because staff ensure their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's good health is promoted effectively. They readily brush their teeth after lunch because good routines are well established. They are starting to learn about making good choices in food because they are offered healthy options, such as pears and bananas. Children are able to get out in the fresh air every day. For example, they can use the slide and footballs. However, the outside area is not used to best effect in fully challenging children's physical skills or providing children with opportunities to explore and learn about planting and growing. There are too few resources outdoors to fully test and challenge their skills in experimenting with different ways of moving, using information and communication technology, as well as finding out about features of living things.

Children are making good progress towards the early learning goals because the staff plan activities around their interests and needs. Staff make good observations of what children can do and record their progress so that what they need to do next is generally identified. Children are developing good language skills. They enjoy talking with adults at lunchtime, sharing anecdotes about the world in which they live. They like looking at books, turning the pages to find their favourite picture and talking about what they see. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with paints and to cut and stick with materials. They are counting up to ten and enjoy recognising shapes in the jigsaw puzzles. Staff promote children's knowledge and understanding of the world through a variety of activities, such as using play dough. Very young children are gaining good skills in using technology as they access electronic toys, such as baby walkers. However, older children have less opportunities to use simple technology and this hinders their ability to develop good skills for the future.

Children behave well in the setting. This is because staff offer clear expectations and praise the children for their successes and achievements. Children are learning about other cultures because they learn how to make and enjoy food from other countries, such as tasting the food for Eid and enjoying Chinese food at Chinese New Year.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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