

# Acre Wood Children's Nursery

Inspection report for early years provision

---

**Unique reference number** EY363796  
**Inspection date** 07/03/2012  
**Inspector** Caroline Stott

**Setting address** 1 Westfield Court, Lower Wortley Road, LEEDS, LS12 4PX

**Telephone number** 01132 638 008

**Email**

**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Acre Wood Children's Nursery is a privately owned nursery which was established in 2003 and changed ownership in 2008. The nursery operates from five rooms in a converted office building situated in the Wortley area of Leeds. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 53 children may attend at any one time, not more than 19 may be under two years at any one time.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to an enclosed outdoor play area. There are currently 68 children aged from five months to under five years on roll. Of these, 16 children receive funding for early education. Children come from the local and surrounding area. The nursery currently supports a number of children who speak English as an additional language. The nursery employs 17 members of staff. Of these, 16 hold appropriate early years qualifications. One holds a degree in childcare. The nursery supports children with special educational needs and/or disabilities.. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children show delight and enjoy their time at nursery, as they have access to a good range of play resources and learning materials to support them to make good progress in the areas of learning of the Early Years Foundation Stage. Opportunities for children to develop decision making is not always as effectively promoted as other important skills. The nursery mainly support children to feel safe and settled, enabling their individual needs being met. Overall, children's behaviour in the nursery is good. The partnerships established with parents and within the community are good and there are positive links with the local schools and children's centre. There are methods in place for self-evaluation that enable identification of strengths and weaknesses to support ongoing development.

## What steps need to be taken to improve provision further?

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

- develop staff's awareness and understanding of effective ways to manage younger children's behaviour and safety, taking into account their ages and stages of development
- review the risk assessment to ensure it covers anything with which a child may come into contact with, particular reference to the gate from the outside area to the baby area
- provide older children with learning opportunities to enable them to gain independence, promote decision making and develop responsibility taking,

such as during snack time.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well as staff are appropriately vetted. Staff complete safeguarding training and are aware of the procedures to follow if they have concerns about a child. Therefore, they are safe and suitable to work with young children. Policies and procedures are fully in place. Risk assessments for all areas, the outdoor area and outings are in place and reviewed. The required documents and fire evacuation procedures are on display. Fire equipment is accessible and the nursery completes fire drills every three months. This means that children are able to move safely and freely around the nursery and outdoor area. For instance, older children come down the large staircase holding onto the banister, carefully monitored closely by staff. Children are aware to come down slowly and quietly. Staff count children in and out constantly, ensuring vigilance is maintained. The nursery has accessed a capital grant which has gained them an exciting outdoor area to the rear of the building, this area is accessed by a back door from the toddler room. However, children can access the gate to the baby area, therefore enabling access to the front gate, which is a potential hazard to their safety.

There is a good range of resources freely available to children within each room and outdoors. This means children can self-select their own choice of play and make progress within the six areas of learning of the Early Years Foundation Stage. The nursery has completed a self-evaluation form. They are aware of their strengths and weaknesses and gain feedback from parents through questionnaires. The nursery promotes equality and diversity well, and tackles unfair discrimination. For example, older children learn about similarities and differences in society, as displays show how they have looked at people with disabilities. Art work exhibits children's representations of others walking with walking sticks and using hearing aids. Small figure play allows children to explore this further. The nursery provides support for children with additional needs and from different cultural backgrounds. There is an effective equal opportunities policy and special educational needs policy. As a result, the individual needs of all children are met and all children are included fully in the nursery.

Partnerships with parents are effective. Information is sought from parents prior to commencement in the 'All about me' sheet. Each room exhibits lovely presentations of the key-worker system. The nursery newsletter shares topic information and requests family photographs to support the 'families' display boards for each room. This enables parents to become involved with their child's learning. Effective relationships with other professionals are established, as positive links have been formed with the local children's centre and local schools. The staff attend network meetings within the local children's centre and teachers from the local schools visit the older room. This means transitions are improved, the local community is valued and these plans benefit all children. They welcome visits from other agencies and complete progress reports to meet children's individual needs.

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

Children feel safe and secure as they move round their rooms freely. Toddlers negotiate a wooden climbing area, waving to staff and peers alike. Babies thoroughly delight in their time on the soft play within the 'little roos' room. Younger children enjoy the use of vehicles outdoors promoting their physical development and older children balance and negotiate safely the climbing walls and balancing beams, boulders and tyres, displaying good co-ordination. Children announce their favourite area is outside. Children run around in small friendship groups, this means social skills and early friendships are encouraged and formed. Good health is encouraged as children are supported by staff to visit toilets and wash hands as independently as possible. The staff give high priority to older children being independent, as they collect their own cutlery and drink of water for meals. However, opportunities to make decisions and take responsibility, promoting healthier options, such as at snack time, are limited. Therefore, this does not fully promote control of their routine or help them develop a further sense of achievement or increase their confidence.

Children are making good progress within the six areas of learning of the Early Years Foundation Stage. Records in individual folders, supported by photographic evidence and observations, planned around children's interest and topics are appropriately recorded. Knowledge of the world is explored as older children discuss what they would like to grow this year in the vegetable patch and link this to familiar stories. All children outdoors enjoy scrutinizing minibeasts found under wood and within the vegetable patch. Toddlers in the 'kanga' room continue to examine minibeasts within their sand play. Older children investigate a programme on the computer about personal hygiene, supported by staff. Babies make pleasurable sounds as they discover what happens to activity toys, as they move and manipulate them. Communication, language and literacy is encouraged as staff in each room read appropriate stories to develop children's awareness, through promoting repetition of familiar words or recapping accustomed stories. Creative development is encouraged as babies respond through their senses whilst discovering about paint, using rollers in trays. Toddlers revel in decorating their bun with icing and decorative icing shapes. They use fine finger pincer actions as they garnish their prize and then eagerly eat this reward. Older children draw their representation of a daffodil. Mathematical development is supported as staff support children within games of draughts and matching cards or items to cards.

The nursery stimulates personal, social and emotional development by offering children opportunities to join in with tidying-up time and praising their achievements. Children are developing a respect for themselves and others and are learning about other cultures. For example, younger children have painted self-portraits and older children learn French. Parents are very enthusiastic about this new language learnt and relay how children have picked it up so easily. Older children articulate established room rules, such as, only four children within a designated area. Younger children are reminded by staff to share nicely with friends. Overall, children's behaviour in the nursery is good. However, staff's awareness and understanding of effective ways to manage younger children's

behaviour and safety, taking into account their ages and stages of development, are presently less well developed.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of partnerships	2
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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2

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](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

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