

Acorns-in-Adel Limited

469 Otley Road, Adel, LEEDS, LS16 7NR

Inspection date

18/09/2013

Previous inspection date

06/10/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Some practitioners track children's development well. This helps ensure children make satisfactory progress and keeps parents informed about their children's learning.
- Practitioners work closely with other agencies to provide appropriate extra support for children with special educational needs and/or disabilities. This means their needs are met.
- Care for babies is good. Practitioners cuddle and talk to babies and sing songs and rhymes. Babies have fun and join in enthusiastically. This helps them develop good communication skills and confidence.

It is not yet good because

- Planning is not based on individual children's enthusiasms and stages of development and does not take into account what they already know and can do. There is insufficient balance between adult-led and child-led activities; this means children do not make good progress or become effective learners.
- Managers do not provide coaching and mentoring for practitioners. This means teaching and behaviour management are inconsistent. Children also have limited opportunities to develop their own strategies for play or to develop responsibility for their own safety and well-being; this limits their learning.
- Some resources and equipment are not consistently accessible. This means opportunities for children to develop their creativity and physical skills are limited.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the premises and discussed how the setting operates.
- The inspector talked to the director, manager and parents during the inspection.
- The inspector observed children at play in each of the rooms, both indoors and outdoors, and talked to children and practitioners.
- The inspector discussed lunch and snack time arrangements with the cook and also watched the children having lunch and snacks.
- The inspector undertook a joint observation with the manager.
- The inspector examined a range of documents and records.

Inspector

Caroline Midgley

Full Report

Information about the setting

Acorns-in-Adel Limited was registered in 2008 and is on the Early Years Register. It is situated in Adel near Leeds and is managed by directors and a nursery manager. The nursery serves the local area and is accessible to all children. It operates from a converted house and there are areas available for outdoor play.

The nursery employs 17 members of child care staff, most of whom hold appropriate early years qualifications at level 3 or above. The manager has Early Years Professional Status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 65 children on roll who are all in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure planning is based on individual children's enthusiasms and stages of development, and takes into account what children already know and can do
- monitor the teaching of practitioners and provide coaching and mentoring for them, to ensure they understand the characteristics of effective teaching and learning and how to manage children's behaviour
- ensure children have opportunities to develop their own strategies for play, discovery and making things, and begin to take responsibility for their own safety and well-being by ensuring the balance between adult-led and child-led activities meets children's needs.

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

- make resources and equipment, such as, paint, glue, recycled boxes, brushes and scissors, freely available to all children to enable them to develop their creativity and physical skills, both indoors and outdoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's profiles indicate that over time practitioners provide a satisfactory range of activities and an adequate range of resources to promote all areas of learning. This means children make satisfactory progress in their learning and development. Practitioners generally understand that children learn as they play and explore. However, except in the baby room where teaching is good, teaching is variable and some practitioners do not have a good understanding of the characteristics of effective learning. Company policy requires activities to be based around pre-planned topics. These topics are based on generally age-appropriate themes and activities, rather than on individual children's interests or stages of development. This means some practitioners take too little account of what children already know and can do. Children's own enthusiasms and interests are not taken into account. This means activities are sometimes not sufficiently challenging or enjoyable experiences for each child. There is also not generally a good balance between adult-led and child-led activities. This means children sometimes lose enthusiasm for learning and do not make good progress towards the early learning goals.

Practitioners working with the two-year-olds and the older children tend to ask too many questions for which they have a correct answer in mind. This means children miss some opportunities to develop their language and reasoning skills. Opportunities for children to develop their creativity and physical skills indoors are limited. Resources and equipment, such as paint, glue and recycled model making materials, or equipment such as scissors, are not consistently accessible to children. Bricks and other construction equipment are also not easily accessible to children. Dressing up equipment is very limited. The resources available to children outdoors are also limited, especially in the area used by the two-year-old children. However some practice in the over-threes room is good. For example, a small group of three-year-old children sit looking at books in the comfy book corner. A child asks the practitioner to read a story. The practitioner reads the story well and fully engages all the children in the story about a new baby in the family. In this way the practitioner helps children to learn more about their world and develop their interest in books. A practitioner teaches children to recognise their names using a self-registration board. Children learn about mathematical ideas as they play games with practitioners and as they carry out chores. For example, a child is asked to fetch seven cups. A new computer means children have opportunities to develop knowledge and understanding of information and communication technology. The older children also play and explore outdoors in the area known as the 'Woodland'. This is an area where children can use their imagination and develop physical skills.

Practice in the baby room is good and all the prime areas of learning are supported well by all practitioners. Children develop physical skills and coordination as they crawl and pull themselves to standing at the mirror and bar. Practitioners cuddle and talk to babies and sing songs and rhymes. Babies have fun and join in enthusiastically. This helps them develop good communication skills and confidence. It also encourages them to express their needs and wants and to listen to others. This means children develop a positive sense of themselves and others and develop good social skills. Practitioners in this room

track children's development well and record activities in learning journals in the form of notes and pictures. These records include information from parents to help practitioners get to know the children. The journals help to ensure parents are kept informed about their children's learning and development. Practitioners also give demonstrations and talks to parents to explain what children achieve from the activities and resources.

The tracking documents and journals also support children as they move on to different rooms in the nursery or as they move on to schools or other settings. This helps ensure children continue to make satisfactory progress as they move on to the next stage in their education. These records, which also include the required progress check at age two where appropriate, also allow practitioners to identify areas of development in which children do not make appropriate progress. They put in place additional support when it is required. The nursery works well with other agencies to ensure children with special educational needs and/or disabilities are well provided for. This means they make good progress given their starting points.

The contribution of the early years provision to the well-being of children

A well-established key person system ensures children form secure attachments. This especially promotes babies' well-being. They are happy and confident playing with their key person. The key person system also ensures appropriate information is shared with parents and other agencies. There are particularly good relationships with external agencies. This means children with special educational needs and/or disabilities have their needs very well met. Behaviour is generally good. Practitioners are generally good role models and encourage children to consider others' feelings. Children learn rules and the boundaries of the nursery. This helps children learn how to behave in groups. However, sometimes practitioners' expectations are too high, given the age of the children, and they do not always use consistent methods of behaviour management. This sometimes has a negative impact on children's self-esteem, behaviour and well-being.

Routines ensure children are well cared for and have high standards of hygiene. For example, children always wash their hands before eating. All practitioners consistently give high priority to the safety of children, although children's behaviour is often over-controlled by adults. This means children do not have many opportunities to assess risks for themselves and learn about keeping safe.

The environment is attractive. It is generally well designed to support children's development in all areas of learning. Over a period of time children can choose from a variety of activities and resources that help promote their development appropriately in all areas of learning. Although children are encouraged to concentrate and persevere as they play games, older children do not have many opportunities to develop their own ideas or develop their own strategies for playing, learning and making, because adults control most activities and resources. Although older children are encouraged to choose their portion size at mealtimes, which helps them begin to make healthy choices, they do not gain independence by serving their own food.

All children have regular access to the outdoor areas. This means that children can

develop their physical skills and get fresh air and exercise. Practitioners skilfully support children's transitions, both within the setting and to other settings and school. Parents are actively involved in this process. This helps children feel safe and secure, and increases their sense of well-being. Parents are very pleased about the care that their children receive and the support that they receive as families. Parents spoken to during the inspection are confident their children are safe and happy at this nursery.

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

The management team demonstrates a generally satisfactory capacity to improve, review provision and drive forward improvements. The nursery premises and outdoor area have been greatly improved over the years, and the directors have a well-organised and detailed improvement plan. However, priorities for improvement are not well focused on the requirements of the Statutory framework for the Early Years Foundation Stage. For example, this inspection was brought forward because of a concern about a safeguarding issue, which was found to be unsubstantiated. However, at the time of the allegation policies for safeguarding children required updating to bring them in line with the Local Safeguarding Children Board requirements. The nursery has now updated these policies with support from the local authority.

Children are safe at this nursery because the management team are highly organised and have secure policies and practices that help protect children. The management team ensure all potential employees are suitable, make appropriate checks and provide basic training in safeguarding and health and safety for all staff before they start work at the nursery. Staff are aware of safeguarding procedures and who to report any concerns to so children's safety is well promoted. There are also secure formal systems in place to ensure that children are adequately supervised at all times, and these are reviewed weekly by the director. Risk assessments are reviewed regularly or as a hazard changes or a risk arises. An outdoor play risk assessment is carried out by practitioners before each outdoor play session. The nursery monitors children's safety. For example, the setting manager countersigns all accident records. This means he is aware of all accidents and can ensure medical attention is appropriate. He can also identify if there are any patterns in occurrence so causes are addressed quickly. These systems help keep children safe.

The management team has good working relationships with parents. They ensure practitioners share information both formally and informally with parents. For example, they provide a daily baby diary. They also seek parents' views using a suggestion box and regular questionnaires. Staff also work closely with other agencies involved with children's care to ensure all their needs are met.

The nursery is overseen by a knowledgeable setting manager who understands how children learn. He oversees records of children's development and ensures practitioners observe children closely and track their progress. However, new staff are inducted in the nursery's approach to teaching and learning by room leaders, and this leads to inconsistencies in practice. The manager does not monitor quality of teaching sufficiently, to ensure all practitioners have a good understanding of the Statutory framework for the

Early Years Foundation Stage, and in particular the characteristics of effective learning. The company, however, ensures practitioners receive regular training, for example, they hold an annual conference at which directors, managers and practitioners from both settings in the group share practice, but they do not receive much training from external agencies. This means the nursery does not embrace new developments well, particularly in respect of the characteristics of effective learning and children's independence. The management team regularly audits records, including children's learning journals and individual tracking books. This enables the manager to quickly identify any children who may need additional support to help them meet learning and development targets.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY371876
Local authority	Leeds
Inspection number	932067
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	65
Name of provider	Acorns-in-Adel Limited
Date of previous inspection	06/10/2008
Telephone number	01132 673 946

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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