

Acorns in Adel Ltd

469 Otley Road, Adel, LEEDS, LS16 7NR



Inspection date

Previous inspection date

23 February 2017

18 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers have worked closely with staff since the last inspection to make the necessary improvements. They have successfully embedded improved assessment and planning systems to ensure that individual children's learning needs are met. As a result, children make good progress towards the early learning goals.
- The key-person system is implemented efficiently. Children develop strong relationships with friendly staff, who know them well. They are self-assured and show high levels of confidence in new situations.
- Staff interact well. They question children and support them to pursue their ideas and clarify their thinking. Children join in with activities and discussions and have a positive approach to learning.
- Partnerships with parents are good. Staff invite parents to attend meetings, where they discuss children's progress and contribute to assessments. Managers use a variety of methods to obtain feedback from parents to inform their self-evaluation procedures.
- Staff have developed good links with local feeder schools. Teachers are invited to visit the setting to find out about children's previous experiences, prior to starting school. Information about children's care and learning needs is exchanged to promote continuity.

It is not yet outstanding because:

- Sometimes, staff working in the toddler room do not fully consider children's ages and abilities when planning routines. Consequently, children wait too long to complete tasks and lose concentration.
- Managers have not yet developed highly focused programmes of professional development for staff to raise the quality of their teaching to the highest levels.

What the setting needs to do to improve further

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

- consider further ways to minimise children's waiting times during planned routines
- extend programmes of professional development for staff to raise the quality of teaching to the highest levels.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities in all playrooms and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, a sample of policies and procedures and discussed children's assessments.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and considered their views.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are trained well in child protection issues and know how to respond to abuse and neglect. The premises are secure and safety is given the upmost priority. Detailed risk assessments are completed to minimise potential hazards and protect children from harm. Staff are thoroughly checked and vetted through robust recruitment procedures. They undergo a comprehensive induction process to ensure that they fully understand their roles and responsibilities. The newly appointed manager has completed a thorough evaluation of the setting. She has worked tirelessly to implement methodical action plans to address weaker areas of practice and raise standards. The highly qualified manager has a proactive management style and supervises staff well. She often works in the playrooms to advise, guide and support staff. This helps to ensure that teaching is of good quality.

Quality of teaching, learning and assessment is good

Staff carefully observe children's play to assess what they can already do and know. They gather information from parents about children's achievements at home and use this to accurately plan for children's future learning. Children participate in a good range of activities and are supported by enthusiastic staff. Babies thoroughly enjoy bathing dolls. Staff model role play and patiently show children how to wash the dolls' hair. Children in the toddler room practise balancing on apparatus with staff support. They show delight as they splash in puddles outside. Staff encourage children to explore colour and provide paint for them to drop into the puddles. They skilfully question children and support them to predict what will happen when the colours mix together. Staff sing number rhymes and expertly use visual aids to promote counting and calculation skills. Older children play imaginatively and create storylines using toy and resources. Staff respond to children's interest in pirates and help them to draw treasure maps and make telescopes.

Personal development, behaviour and welfare are good

Staff have created a friendly and welcoming environment. Children are self-assured and confidently make decisions about their play. Staff are positive role models and encourage children to be polite and kind to others. They sensitively reinforce behavioural expectations through positive reinforcement. Children behave well and know how to take turns and share. Children's good physical health and well-being are supported well. Menus are varied and well balanced. Staff engage children in physical activities and provide daily opportunities to play outdoors.

Outcomes for children are good

All children make good progress in their learning and development. They are inquisitive and eager to learn and explore. Babies experiment with sound and repeat words in response to staff's warm interactions. Children who speak English as an additional language receive the support they need. They participate in story sessions and anticipate key phrases. Older children write for different purposes and form some recognisable letters. These skills help to prepare children for future learning and eventual moves to school.

Setting details

Unique reference number	EY371876
Local authority	Leeds
Inspection number	1028633
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	49
Number of children on roll	58
Name of registered person	Acorns-in-Adel Limited
Registered person unique reference number	RP527999
Date of previous inspection	18 September 2013
Telephone number	01132 673 946

Acorns in Adel Ltd was registered in 2008. The setting employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including three staff who hold qualifications at level 6. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for three- and four-year-old children.

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