

# Acorns In Harrogate

Hookstone Chase Community Centre, Hookstone Chase, HARROGATE,  
North Yorkshire HG2 7DJ



<b>Inspection date</b>	13 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

- The management team closely monitors individual and groups of children's learning. It quickly identifies any gaps in children's development and plans effective teaching strategies to help close these. Staff seek advice and make referrals to external professionals, when required. Children are making consistently good rates of progress.
- The management team is ambitious in its pursuit to provide a high-quality service to children and their families. It systematically evaluates the feedback it receives from parents and staff to identify any areas to improve. Children are given choices and their views and interests are included in any improvement plans.
- Children benefit from very well-planned and organised settling-in arrangements. Staff work collaboratively with parents and collect detailed information about their children before they first start at the setting. Staff use this information to plan a familiar environment and incorporate children's interests into their plans for activities. This helps children to settle in quickly.
- Staff create a calm and welcoming environment where children are free to explore and have their own ideas in play. Staff listen carefully to children and respond to what they say and do. This helps children to feel valued and builds on their already good levels of confidence and self-esteem.
- Staff have wonderful relationships with children. They act as positive role models with their warm and nurturing approach. Staff provide children with the praise and encouragement they need as they explore the learning environment and play equipment. This helps to keep children motivated and interested in the tasks they set out to complete.
- Staff do not consistently effectively challenge the most able children to extend their mathematical development 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:

- enhance opportunities to effectively challenge the most able children and extend their mathematical development to the highest levels.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector jointly observed a planned activity with one of the managers.
- The inspector held a meeting with the leadership and management team. She reviewed relevant documentation and evidence of the suitability of all staff working at the setting.
- The inspector held discussions with parents, staff and children during the inspection and considered their views.

**Inspector**  
Jennifer Dove

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The staff and management team regularly complete safeguarding training. Staff demonstrate a secure understanding of current child protection issues. They can confidently recognise the signs of abuse and understand the necessary procedures to follow should they have a concern about a child. The management team has rigorous recruitment and vetting procedures in place. It completes robust suitability checks for all those who have access to children. Staff receive thorough inductions to the setting and are clear on their individual roles and responsibilities. The management team observes staff interacting with children and closely monitors the quality of teaching and learning. It uses this information to identify any coaching or training needs for all staff and implement effective professional development plans. This helps to maintain a consistently good level of teaching.

### Quality of teaching, learning and assessment is good

Staff complete clear and precise observations of children's learning and assess their development well. They work closely with parents and share key information about the progress their children are making. Staff include parents in making decisions about their child's next stages of learning and suggest ways to help support this at home. Staff skilfully encourage children to retell a story about going on a bear hunt. Children use their good imaginations as they pretend to wade through mud, splash in muddy puddles and go on a journey to find the bear. Staff use good questioning skills to help children think critically and problem solve. For example, they encourage children to consider various methods to empty puddles using a wheelbarrow and buckets. Children are highly engaged and focused in their learning.

### Personal development, behaviour and welfare are good

Children are familiar with the daily routines and follow these well. They develop good independence and self-care skills. For instance, children help to tidy tables and wash their hands in preparation for mealtimes. Children talk about the benefits of eating well-balanced meals and learn where food comes from. For example, they plant seeds and grow herbs and vegetables. Children help to care for the plants as they grow and take some food produce home to share with their families. Children thoroughly enjoy the time they spend outdoors. They develop good coordination and balance as they walk around using stilts.

### Outcomes for children are good

Children learn key skills in readiness for their eventual move on to school. Children demonstrate that they are emotionally secure. They develop good hand dexterity and strength in their arms as they use one-handed tools to dig in mud. Children enjoy experimenting and making different marks using chalks and colouring pencils. They are expressive and thoroughly enjoy singing action songs. Children move their bodies faster and slower to keep up with the rhythm of the music. All children are developing good communication and language skills. Those who children speak English as an additional language receive the individual support they need in their learning to acquire a good level of English language.

## Setting details

<b>Unique reference number</b>	EY546961
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10108275
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Acorns-In-Eldwick Limited
<b>Registered person unique reference number</b>	RP911043
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01274511572

Acorns In Harrogate registered in 2017. The setting employs seven members of childcare staff. Of these, one holds a qualification at level 6, one holds level 4, and four hold level 3. The setting opens from Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The setting offers funded early education for two-, three- and four-year-old children.

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