

Report for childcare on domestic premises

Inspection date: 17 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff are very kind and caring, which helps new children to settle quickly. Toddlers use familiar staff as a secure base, and gradually become more confident to move away and play. Older children demonstrate that they have developed very close bonds with staff. For example, they stroke their key-person's face while chatting to them, and approach them often for a reassuring hug.

Children are happy and busy when they play. Toddlers spend much of their time outdoors exploring sand, water and mud. They create a model of a famous landmark as part of their learning about architecture. Older children play together harmoniously. For example, they work together to build an obstacle course, and take turns climbing over and under, and balancing. Children's behaviour is very positive. They are polite and show respect to others.

Staff deliver an ambitious curriculum that helps all children to learn. They prioritise supporting children's developing language skills. This is an area of strength, demonstrated well by children's high achievements in this area of learning. Children are articulate and their vocabulary increases rapidly. Pre-school children show very good abilities in early mathematics. They solve problems. For example, children decide on the price for train tickets, and order them from the lowest to highest price.

What does the early years setting do well and what does it need to do better?

- The environment is carefully thought out and staff provide lots of inviting play spaces for children. Staff take account of children's individual preferences and what they need to learn next. This helps to ensure that children achieve well.
- Staff, generally, support children's learning very well. They provide appropriate challenge for children that helps them to build successfully on their prior learning. A wide range of appealing activities helps to ignite children's interest and keep them motivated during their play.
- Children take an active role in their learning. Staff encourage them to remember and share what they have learned with others. However, staff sometimes speak for children, rather than allowing them to share their experiences by themselves. This means that children do not have consistent opportunities to deepen and consolidate their learning even further.
- Parents welcome guidance that helps them to support their children's learning at home. For example, staff share information about the correct sounds that letters make. However, staff do not consistently teach children the difference between letter sounds and their names. Sometimes, they do not ensure that children are familiar with the correct format for upper- and lower-case letters.
- Staff are aware that some children have missed opportunities, due to the

COVID-19 pandemic, such as not attending group activities with their parents. Staff help children to catch up on their missed learning. For instance, they provide yoga sessions to give children the experience of being part of a group.

- Children have plenty of freedom and opportunities to explore and experiment. For example, they enjoy the sensation when they rub mud up their arms. Children experiment with different ways of moving and mould sand.
- There are good arrangements to promote good hygiene and to prevent the spread of infection. For example, children learn to clean their hands after using tissues.
- Staff use opportunities that arise during routines to teach children. Mealtimes are a relaxed and sociable occasion, where children learn to be independent. Staff provide wholesome meals and teach children about which foods are good for them.
- Leaders evaluate their provision well. They make plans for improvements and have shared their own strengths with other settings. Staff are currently planning ways to provide children with more access to sand and water during the colder months of the year.
- The manager provides coaching to staff while they work with children. This means that they can address and model good practice immediately, ensuring that improvements to practice are rapid. Newer and less-experienced staff develop good teaching skills quickly.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep their understanding of safeguarding matters up to date and share their knowledge with staff. This helps to ensure that all adults know how to identify and respond to anything that affects the welfare of a child. Staff have good knowledge of all aspects of safeguarding, such as how to protect children from extreme views and behaviours. Recruitment arrangements help to ensure that staff are suitable for their role. Leaders know what to do if there are concerns about a member of staff's suitability. Good procedures help to keep children safe in the setting. Play spaces are safe and secure, and staff supervise children well.

What does the setting need to do to improve?

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

- help children to deepen and consolidate their learning even further
- support children's early reading and writing skills even more effectively.

Setting details

Unique reference number	EY389947
Local authority	Leeds
Inspection number	10117658
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	12
Number of children on roll	15
Registered person unique reference number	RP511147
Date of previous inspection	18 June 2015

Information about this early years setting

Oakwood Acorns registered in 2009 and is located in Leeds. The setting employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3 and above. It operates for 50 weeks of the year from 8am until 6pm, Monday to Friday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and staff, and has taken that into account in her evaluation of the setting.
- The manager showed the inspector around the nursery and talked about the curriculum.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- Leaders met with the inspector to discuss the leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents over the telephone and took account of their views.

We carried out this inspection 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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