

# Inspection of Acre Wood Children's Nursery

1 Westfield Court, Lower Wortley Road, LEEDS LS12 4PX

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Inspection date: 20 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children settle very quickly and confidently. They are excited to greet staff with instinctive cuddles and welcoming hugs on their arrival. Staff create a very caring and nurturing environment that helps children to feel safe and secure. They work closely with parents in the early days of their children attending the nursery. Staff gather information about how children like to play and what they can already do, to help to plan their first few sessions effectively. This helps to support children's emotional well-being.

Staff are positive and inspire children to develop their independence, try new things and take pride in their achievements, such as finding their own name-card to register their attendance. Children behave very well. They are kind to each other, share resources and are very sociable. Older children demonstrate patience as they work together to make gingerbread biscuits. They share equipment well and accept rules that keep everyone safe.

Staff have a key focus on children's personal welfare. Babies show they feel safe and secure as they bounce to Christmas jingles and join in saying 'ho, ho, ho' to Santa. They show delight in messy, sensory activities with water, dried orange peel and scoops. Older children are confident with visitors and eager to share what they know. For example, they try out new Christmas rhymes they have learned and talk about their families' festive plans.

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

- Overall, the manager and staff plan an ambitious curriculum to help all children, especially older children and those with special educational needs and/or disabilities, gain a good foundation for learning. Key persons make regular observations which help them to know what children can do and what they need to do next. This helps children to learn the skills they need to be ready for school when the time comes. However, the curriculum plans for babies and younger children are not as clearly defined and sequenced. This means that staff do not always extend children's thinking and developing skills so that they make the best progress possible.
- Staff are enthusiastic and consistently speak to children as they play. They speak directly to them, use a good commentary and lots of repetitive language. This helps to widen children's vocabularies. Staff consistently give children plenty of time to respond to questions. They use singing, action rhymes and stories as part of everyday practice. Staff take time to explore and describe what children can see on the page when they read books.
- Parents speak extremely highly of the nursery and are aware of the good progress their children make. They comment that staff are 'amazing' and

regularly share their children's next steps in development and give them ideas of how they can support their children's learning at home. Additionally, parents can use the lending library to take home storybooks to help to encourage their children's skills in speaking and storytelling.

- Staff support children's physical development well. For instance, younger children begin their journey as writers through different opportunities for making marks. Older children attempt to write their names on their drawings and balance baubles on cardboard tubes. Children delight in playing 'chase' in the garden and look for robins and snowflakes. They enjoy seasonal walks out and about in the local community.
- The conscientious manager is sensitive and respectful in supporting staff's well-being. For example, she values their concerns and any ideas for improvements. There is a strong focus on professional development with staff continuing to access regular training. Overall, this has a positive impact on maintaining the good quality of teaching and the continuous improvement of children's learning experiences.
- Children freely explore the broad and exciting activities and there is a good balance of adult-directed and child-led learning. However, as staff prepare for some routines and activities, children sometimes have to wait for long periods until everyone is ready. Children are waiting around, sometimes watching television for short periods, and are disengaged from meaningful play.

## Safeguarding

The arrangements for safeguarding are effective.

The well-organised manager works hard to reach the highest levels of provision for children. Staff take part in regular training and have checks to ensure that they understand their roles and responsibilities to protect children from harm. They understand how to identify the signs and symptoms that could indicate a child is at risk. Staff understand how to report any concerns about a child's welfare or the behaviour of another adult. There are effective arrangements for the safe collection of children by known and authorised adults. The premises are very hygienic, safe and secure.

## What does the setting need to do to improve?

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

- provide further support for staff who work with the youngest children to implement the curriculum aims throughout the day, to help all children to make the best possible progress
- review the routines of the day to reduce the time that children spend waiting and to fully engage them in their learning.

## Setting details

<b>Unique reference number</b>	EY363796
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10304893
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Acre Wood Day Nursery Limited
<b>Registered person unique reference number</b>	RP535244
<b>Telephone number</b>	01132 638 008
<b>Date of previous inspection</b>	5 February 2018

## Information about this early years setting

Acre Wood Children's Nursery registered in 2008 and is located in Leeds. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including four members of staff who hold level 2 qualifications. The manager holds a relevant level 5 degree in early years. The nursery is open from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jan Harvey

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector and the manager had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of the education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation in the pre-school room and evaluated staff's teaching.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views. She also took account of written feedback from several parents.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with children.

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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