

Inspection of Acorns-In-Eldwick Limited

Oak Glen, 204 Swan Avenue, Eldwick, West Yorkshire BD16 3PA

Inspection date: 25 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children blossom and thrive under the care of the attentive staff team at this child-centred nursery. Children and their parents are warmly welcomed by leaders and staff into the nursery. Staff go above and beyond to ensure that the settling-in process provides reassurance and emotional security for children and their parents. For example, staff replicate children's feeding routines from home. They allow babies to follow their individual sleep routines in the beautifully calm sleep area. Babies snuggle into their key persons for cuddles. This ensures that children quickly feel safe and at home in the nursery. As a result, children develop the confidence to play and explore the nursery's stimulating environment.

Children receive a thoughtfully sequenced programme of activities and experiences. For instance, the younger children in the nursery learn to follow simple daily routines. They show high levels of engagement as they access the exciting play opportunities available to them. Older children in the pre-school room develop their sense of responsibility. They take on the role of the 'helper of the day' and enjoy setting the tables for lunch. Children queue up patiently to collect their lunch as they would at school. They are invited to wear the nursery's uniform. Consequently, children are extremely well prepared for the next stage in their education.

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

- Babies grow their confidence to walk, such as they use the push-along toys to take independent steps. Toddlers build their small-muscle skills. For example, they scrunch tissue paper to make collages. Pre-school children develop their core muscles, such as when they balance on obstacle courses. These well-thought-out experiences ensure that children make great progress with their physical development.
- Staff support children who are developing their early language skills to learn simple sign language. For example, toddlers use signs to tell staff that they would like some more food during mealtimes. Children enjoy taking home the nursery's teddy bear. Staff encourage children to talk in front of their friends about the adventures that they have taken with the bear. This helps to build children's confidence in their speaking and communication skills.
- Staff instil high expectations for children's behaviour. For example, children know to stop what they are doing and listen to staff's instructions when the bell rings. They happily help to tidy away the nursery's resources to begin the next part of their day. Children know how to sensibly walk down the nursery's stairs and hold the handrail to keep themselves safe. These approaches help children to develop high levels of respect for themselves and others. Consequently, their behaviour is excellent.
- The highly effective key-person system ensures that all staff know all of the

children in their care extremely well. Staff know what children's interests and prior experiences are. They incorporate these seamlessly into children's daily experiences in the nursery to build on their learning. Staff value children's opinions and thoughts. For instance, staff give children a chance to vote on the game that they would like to play outside. This helps children to understand fairness and respect for other's choices and opinions.

- Parents and carers are overwhelmingly complimentary of the nursery's leaders, childcare and office staff. They say that staff are 'wonderfully caring'. Parents report that their children develop 'beautiful bonds' with the adults who care for them. The many methods of communication used by leaders and staff promote outstanding parent partnerships. As a result, parents have high levels of confidence in the staff and know what their children are learning.
- Children with special educational needs and/or disabilities (SEND) benefit from the delightfully calming sensory rooms in the nursery. The knowledgeable special educational needs coordinator (SENDCo) provides staff with training and guidance. This helps them to provide children with support that is personalised to their needs. Leaders have ambitious plans to provide a weekend support group for families of children with SEND. The ongoing support that children with SEND receive ensures that they continue to make the best possible progress.
- Staff receive exceptional support on a personal and professional level from leaders. Consequently, staff retention levels and their well-being are good. This, in turn, provides consistency for children's care and development. The skilled manager has an excellent oversight of the nursery. This helps her to build strong relationships with all staff, children and families. Furthermore, this supports the manager to provide training for staff that is tailored to the needs of the children and staff. This ensures that the quality of care and education remains at consistently high levels.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY412745
Local authority	Bradford
Inspection number	10317014
Type of provision	Childcare on non-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	0 to 4
Total number of places	102
Number of children on roll	136
Name of registered person	Acorns-In-Eldwick Limited
Registered person unique reference number	RP911043
Telephone number	01274511572
Date of previous inspection	4 May 2018

Information about this early years setting

Acorns-In-Eldwick Limited registered in 2010 and is located in Bradford. The nursery employs 31 members of childcare staff. Of these, 26 staff hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and bank holidays. 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
Samantha Lambert

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 manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector spoke with leaders and staff about their safeguarding knowledge and responsibilities.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents and grandparents shared their views on the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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