

# Little Oaks Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY245240
<b>Inspection date</b>	15/04/2009
<b>Inspector</b>	Ruth Tharme

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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Little Oaks Day Nursery was established in 1991 and moved to the present premises in 2002. It is based on the site of the Gloucester Royal Hospital. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a single-storey building that was adapted to meet the needs of children. The premises includes two baby rooms, a dining and play room, a pre-school room, and areas for nappy changing, toileting, laundry and staff facilities. There are separate, enclosed outdoor play areas for babies and older children. The nursery is for children of Gloucestershire Health Authority employees.

There are currently 102 children on roll, all of whom are in the early years age group. This includes 39 children who are in receipt of funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Children attend for a variety of sessions as both permanent and flexible places are offered.

The nursery opens five days a week all the year round, except for some Bank Holidays. Sessions are from 07.00 until 18.00.

A total of 18 members of staff, both full time and part time, work with the children. Of these, 15 are qualified to at least Level 2 in childcare.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. The learning and development opportunities provided generally help to meet children's needs and keep them actively engaged. Good arrangements exist to ensure their safety and good health. Links with parents are suitably developed to involve them in their child's care and education and ensure that they are well informed about their progress. Procedures for self-evaluation involve staff, parents and children and provide a clear picture of the strengths and weaknesses of the provision which are carefully addressed to promote ongoing improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure that when children attend more than one setting practitioners from each setting regularly share the children's learning and development records and any other relevant information
- show particular awareness of and sensitivity to, the needs of children learning English as an additional language, use their home language when appropriate and ensure close teamwork between practitioners, parents and other professionals so that the children's developing use of English and other languages support each other

## **The leadership and management of the early years provision**

Those in charge of the setting are focused on helping all children to make good progress and in promoting their welfare. They regularly seek the views of all those involved in the setting and other professionals, such as local authority advisors, using the information provided to develop and implement action plans for the further development of the provision. Good progress has been made in addressing issues raised at the last inspection, which demonstrates the setting's ability to suitably sustain ongoing improvement.

Staff are well qualified for their roles and benefit from training programmes and regular appraisal, which promotes their personal development. They effectively implement a range of health and safety policies and measures to minimise the risks to children, and regularly review potential hazards to ensure that they are suitably addressed.

The learning environment is well planned to promote children's development. The nursery is well equipped with a good range of high-quality resources and the organisation of space means that children have room to move around freely and in comfort. The well considered deployment of staff means that children have the opportunity to interact with a consistent adult throughout the day.

The nursery generally meets the needs of children well as they plan and provide for each individual. Those with learning difficulties and/or disabilities are suitably supported through good links with parents and health professionals and an effective key person approach. Strong partnerships with parents mean that they are actively involved in their child's learning and make valuable contributions to the assessment of their progress. However, links with other settings attended by children in the nursery are not yet established which means that useful information on children's achievements elsewhere is not yet shared.

## **The quality and standards of the early years provision**

Children make good progress in their learning and development. This is because there is a well established programme of observation and assessment in place for all children which is used to plan effectively, taking account of children's individual needs and interests. This means that activities are stimulating and that children are interested and keen to learn. They enjoy well planned activities such as handling ice and exploring treasure baskets, and have plenty of opportunities to develop their skills, both in and out of doors. Communication, language and literacy skills are generally developing well as children are encouraged into conversation and enjoy a text-rich environment. However, arrangements for children who speak English as an additional language are less well developed which means that they have few opportunities to use their home language when appropriate in order to support the development of English.

Children have a clear understanding of how to keep themselves healthy. They

readily implement effective procedures to maintain personal hygiene, such as washing hands before meals. They make healthy choices from their lunch boxes and take part in a range of physical activities indoors and out in the garden.

Safety is given due priority which means that adults ensure children have a good sense of how to keep themselves from harm. They practise their evacuation drills frequently so children know what to do in an emergency and learn basic safety rules such as not to run inside the building.

Well established key relationships mean that children feel safe and secure in the setting. They seek out their key person for reassurance and comfort, which is freely given by caring staff. Children copy the good example set by staff, learning good manners and high standards of behaviour. Adults use positive language and give clear explanations so children learn right from wrong.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met