



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY245240

DfES Number:

### INSPECTION DETAILS

Inspection Date 16/09/2003  
Inspector Name Angela Cole

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Little Oaks Day Nursery  
Setting Address Gloucester Royal Hospital, Great Western Road  
Gloucester  
Gloucestershire  
GL1 3NN

### REGISTERED PROVIDER DETAILS

Name Gloucestershire Hospitals NHS Trust

### ORGANISATION DETAILS

Name Gloucestershire Hospitals NHS Trust  
Address Cheltenham General Hospital, Sandford Road  
Cheltenham  
Gloucestershire  
GL53 7AN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about 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 operates from a single storey building that was adapted to meet the needs of children. The premises include two baby rooms, a dining/play room, a pre-school room, 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 National Health Trust employees as well as other health care community workers, such as those from the Partnership Care Trust and the Ambulance Service.

There are currently 72 children from three months to under five years on roll. This includes 19 funded three-year-olds. Three children have special needs and the group supports three children 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.

Seven full-time and six part-time staff work with the children. Ten of these have early years qualifications to level three. The setting receives support from a mentor teacher and advisors from the Early Years Development and Childcare Partnership. The nursery is a member of the Gloucestershire Parent and Toddlers Association and the Pre-school Learning Alliance.

### How good is the Day Care?

Little Oaks Day Nursery provides satisfactory quality care for children under five years.

Staff give high priority to ensuring children are safe both inside and outside the nursery, and to hygiene. Support for children with special educational needs is

outstanding and staff ensure such children are fully included in activities. The nursery has recently obtained extra funding through grants and is now very well equipped, especially in the baby rooms.

The day-to-day plans and procedures for operating the nursery are highly detailed and are usually effective. However, on the day of the inspection, a non-vetted member of staff was briefly in sole charge of a child. There are no procedures in place to plan activities linked to the appropriate stepping stones, or to vary the grouping of adult-led activities for the three-year-olds. This leads to some loss of concentration for children learning English as an additional language and inappropriate behaviour from those with short concentration spans.

The effective key worker systems extends throughout the nursery. This helps staff to establish and maintain good relationships with children, to learn about their interests and to support their growing confidence and personal independence.

A good partnership is developed with parents and carers which encourages them to be involved in their child's care and learning. They are given detailed information about the nursery and copies of discussions at the parent-group meetings. Parents are welcomed into the nursery at the beginning and end of each day, and at lunch times. The home contact diaries and developmental records are used effectively to share information about all the children.

#### **What has improved since the last inspection?**

At the last inspection, the setting agreed to seek parents' permission for emergency medical advice or treatment. This permission is now sought from each family to ensure that children can be given such health care whenever necessary.

#### **What is being done well?**

- The nursery is based in a specially adapted building which is safe, clean and well maintained. Most rooms are bright, spacious, colourful and well equipped for babies and children under five years.
- Staff are caring and respond warmly to each baby and child. A high level of physical care is given throughout the nursery day. Children learn good hygiene practices and are effectively supported to take responsibility for their own personal needs from an early age.
- A wide range of appropriate and stimulating activities and play opportunities is planned for children aged two years and under, and there is excellent support for those with special educational needs. Three-year-olds are fully engaged in long periods of free play using a balanced variety of resources.
- The staff develop a good partnership with parents, providing detailed information and a wide range of opportunities for them to be involved in their child's care and learning.
- Records, policies and procedures are well developed and regularly revised to promote efficient and safe management of the nursery. All documents and

information about children are kept confidential.

#### **What needs to be improved?**

- the procedures for carrying out the operational plan on a day-to-day basis so that non-vetted persons are not left unsupervised with children;
- the planning of appropriate activities and play opportunities for three-year-old children so that all are included in tasks appropriate to their stage of development and their understanding of language;
- the grouping of three-year-old children for adult-led activities.

#### **Outcome of the inspection**

Satisfactory

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

##### **The Registered Person must take the following actions by the date shown**

Std	Action	Date
2	ensure that any person who has not been vetted is not left alone with children	17/09/2003

##### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	plan a range of appropriate activities and play opportunities for three-year-old children's overall development;
9	ensure that three-year-old children have an appropriate range of activities that promote equality of opportunity and anti-discriminatory practice;
11	develop staff's awareness and understanding of effective ways to manage three-year-old children's behaviour, taking into account their age and stage of development.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Children are making generally good progress towards early learning goals.

Teaching is generally good. Staff use early learning goals in thorough assessment of children's learning to develop topic planning. However, plans do not link to stepping stones so literacy activities are inappropriate for some children, including those learning English. Effective methods include clear explanations, much free play and appropriate challenges for more able children. Teaching of children with special educational needs is excellent, with much parent liaison. Adults use consistent, positive strategies to develop good behaviour. However, large groups, as at snack-time, do not foster children's concentration or appropriate behaviour. Rotation of resources gives children varied learning experiences.

Leadership and management of staff are generally good with clear aims and firm guidance given. Good team relationships are fostered and responsibilities delegated. Relevant aspects of operational plans are discussed, though legal supervision of children is not sufficiently explained. Staff update training and use ideas such as story sacks. Children's progress towards early learning goals is monitored through systematic planning, but not stepping stones. Successful teaching methods are shared with room staff, though large group activities for young children are still planned. The nursery is highly committed to improvement, for example through recording daily comments and evaluating practice for quality assurance. 'Birth to Three Matters' material for younger children provides a sound basis for pre-school learning.

Partnership with parents is very good. Families receive good quality information on topics and parent-group meetings. Parents are well informed about children's progress by sharing developmental records and daily chats with key staff. Parents are encouraged to share knowledge of their child, to visit regularly and to be involved in their child's learning.

### What is being done well?

- Children develop high levels of self confidence and have very good personal skills in eating and hygiene in personal, social and emotional development. They play well independently and with others using toys and equipment they have chosen.
- Children speak clearly and confidently to express their ideas and negotiate with others.
- Children are interested in using numbers in their conversations and play. They enjoy counting and joining in with simple number songs.
- Children's creativity is well encouraged. They are given daily opportunities to listen and respond to different types of music. Their role-play is well

developed so that they co-operate with others in acting out home and story situations.

- Staff use many good methods to teach children, including long times of free play and clear explanations. Good use is made of the wide range of resources, including the outside play area for physical play and gardening.
- The partnership with parents is very good. Parental feedback through conversation and parent-group meetings is valued. Parents are warmly encouraged to visit the nursery regularly and to become involved in their child's learning.

#### **What needs to be improved?**

- planning linked to stepping stones that are appropriate for the children's stage of development;
- sizing of groups for whole group, adult-led activities;
- three-year-old children's interest in stories and opportunities for them to look at books with staff one-to-one, and also in small groups.

#### **What has improved since the last inspection?**

The nursery has made generally good progress since the last inspection. The setting was required to plan more opportunities to teach letter by sound, to write and recognise names and associate sounds with words/syllables, and to provide more challenges for the more able children in this area. The second key issue required staff to plan more opportunities for children to recognise and use numbers, to understand number operations and record numbers more frequently.

Children now enjoy rhymes in songs and stories, such as 'Fetch the jam, Jim'. They distinguish vocal sounds by suggesting noises that the wind and owls make. They also focus on the sounds of a variety of musical instruments. However, inappropriate use is made of flashcards to teach three-year-olds the names of letters.

Children confidently recognise some numbers under 10 and often use numbers in their play, for example counting to ten for fun at the cooking table. Children compare two rows and towers of object such as construction bricks, as is appropriate to their stage of development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in this area. They confidently try new activities, such as gardening, and tell their news. Children relate warmly to staff and express needs strongly. Some play well together, sharing toys and taking turns. However, some are not sufficiently interested or motivated to learn in large group activities, for example, cooking and then behave inappropriately. Children have very good personal skills and play well independently with resources they have chosen.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Progress is generally good. Children confidently use clear language to interact and negotiate with others. They clearly express ideas and tell stories in play. Some children enjoy the variety of stories told through big books and story sacks, though others do not listen at whole group book time or show interest in the pictures. They are not encouraged to share books one-to-one or in small groups. Children enjoy drawing and painting, and make good use of tools such as chalks and brushes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Mathematical development is very good. Children are interested in numbers, such as their ages. They enjoy counting and use numbers in their conversations and play, for example, suggesting how many they should count before joining in a simple number song. Children compare two groups of objects, such as bricks in a tower, and say when they have the same number. They know circles on playroom cushions and use positional language confidently, for example, noticing the grater handle is 'on top'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Very good progress is made in this area. Children are curious about living and growing things, such as a giant snail and tomato plants. They ask many questions on why use aprons and how scales work. Their designs are constructed with a variety of materials and they are aware of information technology using a 'paint' program. They show interest in their world, especially on a fire-fighter's visit and when discussing holiday postcards. They recall being involved in last week's fairy party.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Progress is very good. Children are well aware of their needs over eating, rest and hygiene. They move spontaneously to a variety of musical rhythms and enjoy moving to stories, such as 'Goldilocks'. They control prams and bikes well and stop before obstacles. They negotiate around other children whilst practising with small equipment such as balls and ropes. Children confidently climb on equipment and the hill slide. They develop good skills with small tools including cutlery and scissors.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children's creativity is very good. They enjoy play with coloured water and make collage designs with shells and shell pasta. Children eagerly join in action songs, move to music and recognise instrument sounds. They listen and respond to music during 'rest time'. Children are keen to use their imaginations in co-operative role play in home and transport situations. They strongly express satisfaction and frustration in body language and draw smells of things they like, such as strawberries.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- support children's personal, social and emotional development by using appropriate grouping of three-year-olds in adult-led activities;
- plan appropriate opportunities in communication, language and literacy for all children to share books with adults one-to-one, and also in small groups.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*