

# Little Oaks Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY415227
<b>Inspection date</b>	09/11/2010
<b>Inspector</b>	Lucy Showell

<b>Setting address</b>	Maple Road, Enigma Business Park, Malvern, Worcestershire, WR14 1GQ
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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.

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## **Description of the setting**

Little Oaks Day Nursery owned by LODN Ltd was re-registered in 2010. It operates from eight activity rooms in a purpose-built building on the outskirts of Malvern. All children are able to access the premises and they share use of a secure enclosed outdoor play area. The nursery serves the surrounding area. The nursery opens Monday to Friday all year round except for a week at Christmas. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 99 children may attend the setting at any one time. There are currently 132 children attending who are within the Early Years Foundation Stage. The nursery also offers after school and holiday care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery employs 25 permanent members of childcare staff. Of these 24 hold appropriate Level 3 early years qualifications and one is working towards a Level 2 qualification. Two of the staff hold Qualified Teacher Status and one holds Early Years Professional Status. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Little Oaks Day Nursery is a truly inspiring provision where the enthusiastic staff team celebrate the uniqueness of each child. The highly valued relationships with parents and other early years professionals ensure individual needs are superbly met. All children thrive with the dedicated support and care shown by each member of staff. Clear and extensive knowledge and understanding of the Early Years Foundation Stage and the welfare requirements ensures the high quality is meticulously maintained. The proficient and accurate systems of monitoring and assessment show considerable capacity for continuous improvement. The proactive identification of further improvement enables the setting to accomplish the outstanding quality that they continually strive for.

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

To further improve the high quality early years provision the registered person should consider:

- improve the role-play areas with a variety of resources reflecting diversity to support children's understanding of the wider world.

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

Staff have confident knowledge of how to protect children. They receive regular training on safeguarding and work proactively and effectively with both parents and other agencies when necessary. Employment and vetting procedures,

including enhanced disclosure checks for all permanent and supply staff, and intensive induction procedures are extremely thorough. Extensive risk assessments and safety checks are maintained to the highest level and systems for reviewing accident records ensure risks are kept to a minimum. All policies are developed, monitored and evaluated through an excellent level of involvement from staff, parents and children. The valuable staff supervision and appraisal systems encourage continued professional development and support the unquestionable motivation of an enthusiastic and appreciated staff team. There is an inspired vision with high aspirations shared by the whole nursery. This is clearly formed from the continuous opinions of children, parents and staff. The constructive methods of self-evaluation and intricate action plans have been drawn together from a range of quality improvement tools such as the Early Childhood Environmental Rating Scales (ECERS) and their own organisation's quality auditing processes.

Staff show an exceptional commitment to treating children as unique individuals and meeting all their needs. They develop close relationships with children's families and strong links with the community and professionals from a range of different agencies and organisations. This ensures that children receive well-coordinated support, both during their time in the nursery and when moving on to school. Children with special educational needs and/or disabilities are fully involved as staff proactively seek advice and support. They welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment. Staff ensure a wide range of activities are available to promote children's knowledge of differing cultures and the world around them. For example, children have recently coloured rangoli patterns for Diwali and are enjoying cooking various foods from various countries. However, there are only a few resources such as dressing-up clothes or role play equipment which depict positive images that are shared throughout the nursery.

There is considerable importance shown to the nursery's relationships with their parents. Valuable information about the children is discussed at initial meetings and settling-in sessions. Key persons share children's achievements during daily discussions, accessible learning records and progress consultations. There are also clear systems for noting the observations or comments made by parents about their children's progress, which is used very effectively as part of the ongoing assessment process. All families are clearly involved and well-informed and very comfortable within the setting. They are often invited to read and play with the children, share their expertise at purposeful sessions or to participate in many cultural festivities and special events throughout the year. These further enrich children's experiences and ensure that they have lots of positive role models. Parents are enthusiastic and highly complementary about the nursery and highlight the positive impact it has on their children's lives. Comments such as "The pastoral care our whole family have had is second to none" and "My children are so well looked after, I wouldn't leave them anywhere else" are expressed openly. Parents are invited to share their views and opinions through questionnaires, parents' meetings, suggestions box and daily feedback. The nursery are currently working to develop a parents' forum to ensure they are fully involved in the more formal decisions and practice issues.

## **The quality and standards of the early years provision and outcomes for children**

All children thrive in this wonderfully child-centred environment. The spacious, bright and welcoming areas are incredibly well used to provide a resourceful balance of adult-led, freely-chosen and child-led activities. Outside opportunities are provided in the well-planned garden which is safe and secure and eagerly accessed at regular intervals throughout the day. For example, pre-school children independently select waterproof trousers and wellies to go outside in the wet weather. The thoughtful planting and natural resources provide varied sensory experiences allowing children to explore the smells, sounds and sights of nature and the changing dimensions through the seasons. For example, the willow tunnels and digging areas are enjoyed by children of all ages. Inside, each room is imaginatively organised allowing children to explore and investigate the rich and wide ranging experiences on offer and providing successfully for their care needs. Children's welfare is extensively promoted within this very safe and clean environment. They develop great understanding of the importance of healthy eating as they choose freely from a variety of savoury snacks and fresh fruits and pour their own drinks during a very sociable 'cafe style' break time. Staff are working hard to obtain a 'red tractor award' which will ensure they are supplied with the best quality produce. Menus and recipes are displayed and copies available to take home so that the parents can recreate the nutritional and freshly prepared meals that the children enjoy so much.

Downstairs the babies enjoy cuddles on comfy cushions, crawling and climbing across low level equipment and investigating a variety of sensory resources such as water, sand, shredded paper and pasta. Their overall learning and development is extensively promoted by the caring and motivated staff who create opportunities for children to increase their independence and skills. For example, a wide range of colourful and exciting activity centres, bead frames and sensory bottles are placed around at different heights to encourage babies to reach up, crawl or walk to or pull themselves to standing. Displays of the children's own work and photographs of them enjoying their time at nursery adorn the walls. Hanging from the ceiling, forming mobiles for children to focus on, are cards with guidance notes for parents and carers following recent internet research and discussions with health visitors. This information enables staff and parents to share current views on topics such as baby-led weaning and ensure consistency in their methods.

Staff skilfully interact with the older children extending discussions and challenging the children with realistic aims across the six areas of learning and development. Children's independence skills are excellent and they show an impressive level of responsibility for their age in the way they behave towards each other and work in harmony. For example, at meal times they lay the tables and help serve their own meals before clearing away the plates when they are finished. There is a true sense of belonging as the children immerse themselves in their surroundings with confidence. They display their own creations on the walls and shelving and self-select from the wonderful array of resources on offer. Staff have clear and considered knowledge of individual children which is informed by cherished

information from parents, valuable systematic and spontaneous observations and assessments and is used efficiently to plan for their next steps for future learning. The children are very involved in the planning of activities offering ideas, extending play to their own agendas and are highly confident when expressing their opinions to staff.

Children receive plenty of praise and encouragement for their efforts and achievements and clearly enjoy the opportunities to explore at their own pace. They thoroughly enjoy making naan bread, watched closely by staff who are ready to intervene if necessary. Together they measure and mix the ingredients before kneading and moulding the dough into familiar shapes. They enjoy the competition of making the biggest one and predict whose will turn out the best. Children choose from a selection of fact and fictional books to sit and read to each other or share with staff and take part in acting out favourite stories using the props in the story sacks. A display board is being filled with sensory objects so children can feel 'swishy swashy grass' and the 'splashy sploshy water' as they go on a bear hunt.

Children have extensive opportunities to explore and investigate the local environment. They enjoy finding various shapes, colours and numbers on road signs on their way to the local gymnasium for their weekly gym session or on route to the library to borrow and return books. They pick fruit from the local fruit farm ready to share out at snack time or to use in their regular cooking activities. They learn about taking care of living things as they help to look after the giant snails or take food for the guinea pigs. The collection of supermarket vouchers will enable more garden equipment to be supplied so that they can develop the planting areas and improve sustainability with the use of composting bins.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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