

# Little Oaks Day Nursery & Childcare @ Woodlands

Inspection report for early years provision

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EY430580

**Inspection date**

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**Inspector**

Paula Fretwell

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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 & Childcare @ Woodlands first registered in 2001 and is one of two privately owned settings. It operates from a converted two-storey building located in a residential area of Woodlands, near Doncaster. A maximum of 34 children may attend the nursery at any one time. The nursery is open each weekday from 7am to 6pm for 52 weeks of the year. All children share access to a secure, enclosed, outdoor play area. The nursery is registered on the Early Years Register. There are currently 56 children in the early years age range on roll. Children attend from the local community and surrounding areas. The setting provides transport to collect and deliver children attending various local school nurseries. The nursery employs 11 staff. All of these hold relevant childcare qualifications from levels three to five and Early Years Professional Status.

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

Overall the quality of the provision is outstanding.

Children flourish in the welcoming, homely setting that is safe, secure and fully inclusive, positively promoting their independence, exemplary behaviour and their understanding of diversity. Children's welfare, learning and development requirements are met with outstanding success and there is utmost emphasis on the nurturing and promoting of their well-being. Practitioners demonstrate excellent professionalism and highly effective team work to provide exceptional care for each children, forging positive partnerships with parents. Space is used very effectively to create an enabling environment with excellent quality resources to enable children to make outstanding progress. Highly effective systems are in place to evaluate and monitor the quality of the provision.

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

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

- ensuring that robust links are in place with all of the other settings that children may attend to enhance the outstanding opportunities for their learning and development.

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

Safeguarding children is given utmost priority and the management team ensure staff are robustly recruited, vetted, trained and knowledgeable. Practitioners are highly committed to promoting children's safety and demonstrate complete confidence in the safeguarding procedures for reporting any concerns or allegations. Practitioners are vigilant about children's safety and security; they strictly monitor who comes in and out of the setting and visitors are promptly

recorded with their identity scrutinised. Clear procedures ensure children can only be collected by authorised adults. Children learn to be safety conscious without being fearful in their environment which is safe and supportive for them to explore. Practitioners take excellent care to ensure the safety of toys, equipment and all areas where children play. Thorough risk assessments show careful consideration of potential hazards. Staff retention is excellent and practitioners and students know their roles. The management team are illustrious and inspiring, leading best practice by example, showing passion and enthusiasm for all aspects of the children's welfare, learning and development. They truly value all staff and embrace their individual qualities, supporting their professional development and well-being. In turn, practitioners are highly motivated in their work with the children and they fully engage with them throughout the day, responding skilfully to their individual personalities, preferences and their unique qualities.

The environment is very homely, welcoming and attractive. Parents' information is meaningfully presented on noticeboards outside, in the entrance and in newsletters, with an abundance of photographs displayed throughout the premises. Inspirational quotes on display offer positive encouragement for both practitioners and parents alike. Partnerships with parents are highly effective. Parents have many opportunities to build trust with their child's key person and exchange information central to their child's needs. Practitioners exchange regular information about children's well-being verbally and in daily diaries. Parents have the opportunity to meet with practitioners daily and at parents evenings or Saturday drop-in sessions, and they feel very welcome, well-informed and included. Parents express their views about the setting and award their own grade of outstanding. They say 'caring, considerate staff' are 'friendly and helpful'.

Practitioners demonstrate excellent working knowledge of children's achievements and interests and how they use these to inform planning for their further development. Children's interests are harnessed through recording 'possible lines of development' and utilising information provided by parents. Practitioners are fully supported by the management team to further develop records of children's progress towards the early learning goals in their individual files which parents are welcome to see at any time. These are individually maintained by each child's key person and offer a meaningful and delightful illustration of each child's experiences in the setting. Parents are fully encouraged to contribute to their child's learning and development, with photographs and information from home, such as through sharing what they have done at the weekend. Partnerships with others are based upon children's individual needs and there are many effective links, such as with most of the schools that other children attend. Close liaison with other professionals, such as those in the local authority and the children's centre, enhance opportunities for children and practitioners alike. The setting is host to others as a model of high quality practice.

Robust systems for evaluating the quality of the provision are highly effective and the management team illustrates many examples of reflective practice. The views of parents and staff are actively sought and taken into full consideration. The management team has strong strategic vision for the setting. They welcome parents' input through making a more user-friendly evaluation form for them to complete and helping to identify priorities to enhance outcomes for children. For

example, parents' and children's views on matters, such as healthy eating, are included in further planning.

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

Practitioners have exceptionally warm and caring relationships with the children in their care and this enables each child to feel capable, confident and self-assured. Children are fully consulted and their personal, social and emotional development is given excellent priority as a basis for them to learn and develop at their own pace. Plenty of cuddles and one-to-one interaction gives children a complete sense of belonging and security.

Babies' individual routines and personal preferences are fully considered. The key person role is effectively implemented to identify and respond to babies' non-verbal cues and know when they feel tired, hungry or curious. Babies' rapidly increasing physical development is assisted by superb organisation of equipment, enabling them to explore and move around at their own pace. Babies enjoy investigating a range of man-made and natural materials and practitioners provide a superb range of sensory experiences. For example, babies love to investigate textures, such as shredded paper, 'gloop' and jelly.

Children enthusiastically engage in exciting purposeful play and engage in self-chosen challenges. Children are effective decision-makers and they persevere at activities of their own choice, with time to practise and reinforce their learning. Well-planned and spontaneous activities build upon children's interests, and older children are empowered to plan their own time, using photographic prompts to choose where they would like to play. Excellent opportunities fully promote children's skills in language and communication as practitioners spend quality time speaking and actively listening with children. Lovely eye contact, facial expression and body language is used with all children. Practitioners use the 'every child a talker' programme to enhance opportunities for children's language development and practitioners use basic sign language at times with children. High priority is given to children's love of books, starting with their own personalised book 'let's talk about me' laminated with their own special photographs and accessible within their reach. Children eagerly join in with singing and story times, using a delightful range of props and animated movements. For example, they use steering wheels when singing 'the wheels on the bus' and rock their dollies as they sing 'Miss Polly had a dolly'. Older children use their whole bodies to act out counting rhymes, such as 'five little monkeys', and they begin to learn about direction as they eagerly join in with 'the okie cokie'. Children are grouped very well at these times as practitioners are knowledgeable about their differing levels of concentration and abilities.

Outstanding practice fully promotes all aspects of children's good health. Fresh air opportunities are maximised within the nursery day and development of the garden area is ongoing so that children engage in a wide range of activities supporting their physical and investigation skills. Children actively climb, balance and build outdoors, as well as enjoying mark making on the wall in the decking

area. In contrast to physical activity, children understand their need for rest and sleep, engaging in quiet activities or going upstairs to snuggle down in bed with their own comforter and blanket. Babies sleep in the cosy comfort of their homely living area, with soothing background music. Excellent attention is given to children's personal hygiene and they proudly show off their newly washed hands, discussing with each other why they have to be very clean before lunch. They remind each other to cover their mouths when they cough. Children take part in a local award scheme, 'snack right, smile bright', to promote their good dental health. Mealtimes are delightfully social occasions, with plenty of conversation, good manners and skills learned. Tables are attractively set for children, with tablecloths, child-sized cutlery and crockery. Meals are extremely healthy and nutritious and supplied by the school meals service, with strong links to ensure all dietary needs are met. In addition, practitioners are thoroughly conversant about children's individual dietary requirements, with particular vigilance where this may impact upon any medical condition, adopting excellent procedures in communication with each other and with parents. Children engage in activities that develop their confidence with trying new foods; for example, they explore different fruit and vegetables using their senses.

Children's behaviour is excellent in response to high expectations and effective demonstration from practitioners. Calm, consistent and caring strategies effectively manage children's behaviour, with full emphasis on the positive aspects and children's abilities, rather than unwanted behaviour. Simple reminders help children learn how to keep themselves safe, such as remembering to take care when playing on the decking area. Delightful praise and positive language is used extensively and meaningfully with children. This ensures children feel valued and important and results in happy, confident, self-assured little people.

## 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	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
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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