

# Little Oaks

Inspection report for early years provision

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<b>Unique reference number</b>	156384
<b>Inspection date</b>	12/06/2012
<b>Inspector</b>	Susan McCourt

<b>Setting address</b>	29-41 Sorrel Drive, Eastbourne, East Sussex, BN23 8BH
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<b>Telephone number</b>	01323 762024
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**Email**

<b>Type of setting</b>	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 opened in 2001 and operates from rooms in a purpose built unit. It is situated in the Sorrell Drive Children's Resource Centre in Eastbourne. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of nine children may attend the setting at any one time, all of whom may be in the early years age range. The setting is open each Tuesday from 10am to 12.30pm, term time only.

The setting provides support for children with special educational needs and/or disabilities. There are currently six children in the early years age range on roll. The setting does not receive funding for the provision of free early education.

The setting employs 14 staff; all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff meet the needs of individual children very well and children are making good progress towards the early learning goals. Staff build strong partnerships with parents and other professionals, which gives consistent support to children's learning and development. Most documentation is well maintained but the setting does not meet the specific legal requirement to have an effective behaviour management policy in place. The learning environment is generally conducive to children's exploratory play. The setting's commitment to training develops staff's knowledge and understanding of current good practice, which gives them a strong capacity to continuously improve.

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

To meet the specific requirements of the EYFS, the registered person must:

- devise and implement a behaviour management policy and ensure that all staff adhere to it (Behaviour management) 03/07/2012

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

- provide further areas for children to engage in relaxing play, such as communication-friendly spaces.

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

Staff have a strong understanding of how to safeguard children. All staff are checked as to their suitability and recruitment procedures are rigorous. Detailed policies and procedures are in place and all staff have a good regard for the particular vulnerabilities of the children in their care. Risk assessments are thorough and all staff are trained in identifying and minimising risks to children. They consider the safety aspects of all the play activities and any medical procedures. This means that children benefit from high safety standards. Most documentation is well-organised and maintained. However, there is no behaviour management policy in place, which is a breach of a specific legal requirement. The impact on children is minimised by the fact that all staff are very experienced, but it occasionally results in staff giving inconsistent messages to children.

Leaders and managers have written aims and objectives, which helps all staff to fully understand the purpose of the provision. They work effectively to support children's progress through the Early Years Foundation Stage. Staff have regular training and appraisals. They attend professional conferences to stay up to date with good practice. New ideas are incorporated where there are clear benefits to children. Staff meet regularly to evaluate their work and parents also contribute their views. This means that the provision can meet families' needs and improve outcomes for children.

Resources are well managed. Staff provide one-to-one care and higher staff ratios are organised, depending on children's needs. The play space is comfortable and child friendly with lots of room for independent exploration. The sensory room and outdoor area provide a full range of children's activities across the whole curriculum. The main room, however, has no area where children can withdraw to for quiet play and few communication-friendly spaces. Staff put inclusion at the heart of their work. The learning environment is arranged each week to support the needs of the children who are attending. This helps each child to engage in purposeful play throughout their time in the provision. Staff are skilled at meeting children's individual needs. They take great care in devising individual educational programmes in conjunction with parents and other partners. These plans are closely monitored and reviewed so that each child makes good progress from their starting points. Staff consistently ask parents about what children do at home in order to provide complementary activities. They also give detailed feedback as to what the child has done that morning so that parents can do the same. Parents are confident that the expertise and experience of staff makes a strong contribution to children's progress. Staff take professional input from partners in childcare, such as the occupational therapists and physiotherapists. This means that children receive specifically tailored care to support their growth and development. Staff liaise effectively with other day care settings and schools to give children a smooth transition and coherent care.

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

Staff organise the learning environment to provide activities which target specific areas of development. For example, they set up a soft play crawling course for a child who is learning crawling skills. The routine gives children lots of time for free play, with a snack and drink mid-morning. Staff also provide adult-led activities, such as stories and singing. Children have consistent opportunities to explore their own curiosity. This means that children are absorbed in their play and set their own challenges. Staff make frequent observations of children's achievements and interests as well as following the individual educational plans. The learning journey folders demonstrate that children make good progress from their starting points.

Children are able to feel safe. One-to-one care means that children have lots of cuddles and reassurance as they separate from their parents. Once settled, children are happy to play, demonstrating how safe they feel. Children have their own bottles and cups, which helps them to feel at home. Children use adjustable chairs and other equipment required to foster their ability to sit and move. Children enjoy play in the fresh air and benefit from the time and space to develop their physical skills. They throw and roll balls, pull themselves up to a standing position and crawl around the space. Children have healthy foods at snack time and can choose what they eat. Staff support self-feeding skills as much as possible.

Children show great enjoyment as they play. Staff are skilled at picking up all forms of communication from children and interact with them accordingly. In this way, children can ask for a toy or gesture towards it and staff will respond quickly. Children are fascinated by the variety of lights in the sensory room and enjoy other sensory play, such as crumpling foil blankets. Children investigate what happens when they post a ball in a series of tubes and try to see where it will come out. Children quickly build skills in this game and show their delight when they learn different ways to play with it. Children explore craft materials in different ways. They sort foam circles by laying them out side by side. They also stroke and crumple them. Children build social skills as they eat together at the table and share the space in the sensory room. However, children receive mixed messages about acceptable behaviour, as staff have different approaches to managing certain issues, such as whether children can use table activities on the floor. This has some impact on how children perceive good behaviour and can affect their self-esteem. Overall, children behave well and have good opportunities to learn skills for the future.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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