

Little Oaks Day Nursery & Pre-School

16 Oakfield Road, Kingswood, Bristol, BS15 8NT

Inspection date	26/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are well behaved and develop good relationships because there is a secure key person system and staff provide good role models.
- Children have generally good access to resources both indoors and outdoors, which enables them to initiate their own learning and become independent.
- Most children are confident and challenged effectively to make good progress in all areas of their development.
- The owner and manager carry out regular performance monitoring and have a good awareness of priorities to improve practice, which benefits all the children.

It is not yet outstanding because

- Some staff do not make full use of unplanned opportunities to extend children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- Information about the inspection
- The inspector observed children in the main playrooms and the garden.
- The inspector carried out a joint observation with the manager during indoor free play and held a discussion with the special educational needs coordinator.
- The inspector spoke to staff and some parents during the day and held a meeting with the manager and owner.
- The inspector examined documentation including the setting's self-evaluation, children and staff records, development records and some policies.
- The inspector observed the impact of the mother and toddler group on children's well-being and learning.

Inspector

Elaine Douglas

Full Report

Information about the setting

Little Oaks Day Nursery and Pre-School is privately owned and registered in 2012. The provision offers care for children aged between three months and four years on two floors in a large converted building situated in Kingswood, South Gloucestershire. The upper

floor is accessed by stairs. Children have use of four playrooms, an art room and dining room. All children have access to a secure rear garden for outside play. The setting opens each weekday from 7.30am to 6pm for 51 weeks of the year.

The setting is registered on the Early Years Register only. There are currently 30 children aged from three months to under five years on roll, some in part-time places. The setting supports children with special educational needs and/or disabilities.

There are seven members of staff, including the owner and manager. Of these, three hold a level 4 early years qualification, two hold a level 3. and two hold a level 2. Two staff are working towards a level 3 qualification. The setting receives funding to provide free early education to children aged three and four years. The setting also runs a mother and toddler group the last Friday of every month from 9.15am to 11.15am.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop consistency in the quality of teaching by monitoring and extending some staff's awareness of noticing what arouses children's curiosity and using all opportunities to fully support children's development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are relaxed and happy at the setting. Through good observations and working in partnership with others, staff are able to plan for each child's development. For example, through observing children's interests, they have introduced a discovery table. This is because some of the younger children display patterns of learning around placing items in and out of containers. The provision of natural and manufactured objects fascinates children and consequently they are motivated to learn, become deeply involved and concentrate. Children enjoy learning through self-discovery and taking part in the planned activities, which means they all make good progress overall from their unique starting points.

Staff promote children's mathematical skills through games and daily routines. Children learn positional language, commenting on who went last, who is next and in which order they finished. Children practise their numbers, saying how many dominoes they have left each time they lay another one down and match one item with another. Older children work out the date every day and toddlers enjoy number rhymes. Staff encourage children

to learn from each other. For example, when one child comes up with a solution to a problem staff ask them to explain it to the others and they celebrate their achievement together. This also promotes children's self-esteem and willingness to have a go at new skills. Thus, others want to do the same. Children eagerly explain the 'golden rules' and older children gain a good understanding of the need to be more careful around the younger ones.

Some staff are particularly skilful in noticing when children show an interest in resources or activities and support them effectively in initiating their own learning. For example, one young child takes a watering can to the outdoor tap and staff quickly move to engage them in watering the plants and the bulbs. Several children then join in and staff provide more bulbs for children to plant. They look closely at the roots and learn what the bulb needs to grow. However, some staff do not always use children's curiosity to engage them. For example, two older children help to make salt dough and although the member of staff encourages an inquisitive toddler to feel the dough, she does not notice their interest in the food colouring bottles other than to stop them having them. Accessible writing resources provide children with good opportunities to develop early writing skills, although not all staff use impromptu situations, such as writing names on pictures.

Children develop good imagination through access to resources. For example, one toddler uses a fish slice and bowl to pretend to blow bubbles. Children are confident communicators, older children use complex sentences and younger ones develop new words. Children and staff use some sign language so that all can be involved and make choices. A member of staff draws a young child's attention to what happens when they pull a ribbon on a washing line. This means children start to understand about cause and effect, and try several more times watching closely as the pegs swing around the line. Staff plan a strong programme of activities and resources for children to link letters with sounds. They use props, such as soft toys so older children sound the first letter and blend sounds in their play. All children enjoy songs and rhymes, joining in as they become familiar with them. Children of all ages enjoy books independently and with staff. They handle books carefully and choose favourites. Young children eagerly lift the flaps and enjoy picture books.

The contribution of the early years provision to the well-being of children

Children confidently move around the premises, indoors and outdoors, because there is very good use of space to allow their free access to all areas. They are secure in their relationships with staff and consequently even mobile babies are inquisitive to move to different rooms. For example, staff welcome one toddler to join the pre-school children, sitting them on their lap so they can see and be involved. Their key person checks they are happy and safe before going back to the toddler room. Staff are very aware of children's individual needs, describing the clear differences between twins for example. Parents comment on how well staff handle their child's settling in so that they all feel confident and happy. Parents provide good information on children's care needs, which staff regularly update as children's needs change. This ensures they provide consistent

and appropriate care for each child.

Children play in clean, well-maintained premises, where staff generally deploy resources effectively. Outdoors, staff promote children's development in all areas of learning. Staff carry out good risk assessments so that children can move around the premises safely. Vigilant security ensures no child can leave the premises unsupervised and unwanted visitors cannot access the children.

Children develop a good awareness of keeping themselves healthy and safe. They help themselves to tissues to wipe their nose. Staff use routines to talk about hygiene, germs and health and role-model good practices. Consequently, children thoroughly wash their hands and understand why they need exercise. Children respond eagerly to questions about healthy eating. They know why they need food for energy and why they should not eat food that has fallen on the floor. Staff follow very good hygiene procedures when changing children's nappies and make them feel secure and happy as they chat and engage with them. Staff do not permit shoes to be worn in the baby room to protect children's health and safety. Children of all ages have daily opportunities to be outside and enjoy physical activities.

Children develop good skills for their future learning. They play cooperatively and older children learn to take turns in activities. Staff engage them in group-games and model listening to others and understanding codes of behaviour. For example, a member of staff asks 'can you tell me whose turn it is? I can't remember.'

Staff effectively encourage and support children in becoming independent. For example, children serve themselves their snack and meals. Staff give one young child a small amount of drink in their cup so that they can practise drinking without a lid. Children clear their plates, wipe their hands and mouth, and put on their coats to go outside. Snack time is a very social occasion with children sitting together with staff. They engage in conversations and develop good manners. All children learn to use utensils to serve and to eat their meals. Older children confidently express their preferences and ask for help when they need it. Children are excited to see their particular friends and staff encourage them to welcome and care for each other.

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

The owner and manager work directly with the staff and children, so are able to monitor and influence practice. There are inconsistencies in the quality of teaching. However, staff have come from a range of different early years backgrounds and the leaders recognise their strengths and areas for development. They regularly meet with each other and the staff, to reflect on their practice and identify ways of improving outcomes for children. Staff receive regular supervision and appraisals are planned for the future to discuss training needs. The leaders have introduced several systems for staff and parents to feedback. This has led to their having already made changes to the layout of the

premises. This is to ensure the baby room has challenging resources and the pre-school children have a quieter area to concentrate, when engaged in planned activities.

The leaders have introduced a good system to overview each child's development and ensure they all have equal opportunities to progress. The special educational needs coordinator supports staff and parents in working in partnership with other agencies to ensure they meet children's additional needs. They share information continually with parents on children's care and development. Their self-evaluation has highlighted ways of further improving information for parents and they have an action plan to introduce newsletters and parents' evenings. Parents confirm that they are fully involved. Staff have recently started to develop partnerships with others sharing care of the children, so that that they can work together to support each child's learning and development.

The leaders oversee that the staff understand and implement the good policies and procedures. Consequently, they keep children safe and have a good understanding of child protection. Good recruitment and induction procedures ensure staff are clear about their roles and responsibilities. All required documentation is in place to safeguard and promote children's welfare.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY435470
Local authority	South Gloucestershire
Inspection number	786998
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	66
Number of children on roll	30
Name of provider	Shirley Helen Price
Date of previous inspection	Not applicable
Telephone number	01179673649

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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