

Little Oaks Day Nursery

East Kent Hospitals NHS Trust, Kent & Canterbury Hospital, Ethelbert Road, CANTERBURY, Kent, CT1 3NG

Inspection date

Previous inspection date

26/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Staff have very good relationships with parents and carers in meeting children's individual needs and continuity of care and learning.
- There are clear strategies in place to work with a range of other agencies to support children's development and build upon their progress.
- There are good systems in place to support and monitor staff, students and apprentices.
- There are clear action plans to develop the garden play areas, resources and equipment.

It is not yet outstanding because

- the setting has limited written resources to use with children which reflect the different languages spoken by children and their families. This means that children do not fully appreciate the skills needed to speak and learn other languages.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play indoors and outside and discussed their activities with the staff, the manager and the nominated person/owner.
- The inspector undertook a joint observation of an activity in the pre-school room with the manager.
- The inspector discussed leadership issues with the deputy, the manager and nominated person/owner.
- The inspector sampled records and documentation.
- The inspector spoke with seven parents.

Inspector

Susan Scott

Full Report

Information about the setting

Little Oaks Day Nursery registered in 2012. It operates from seven rooms in the hospital grounds and a room in the grounds of Kent and Canterbury cricket club in Canterbury, Kent. The two owners also operate three sister settings in hospitals within the county of Kent. Children share access to three secure and enclosed outdoor play areas. This nursery

is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is open each weekday from 7am to 6pm, for 51 weeks of the year. The provision operates a holiday scheme for children of primary school age every school holiday period. The nursery employs 21 staff and all staff, including the manager, hold appropriate early years qualifications. The two manager and two owners have a higher qualification.

A total of 98 children are on roll. Several are learning English as an additional language and some have special educational needs and/or a disability. The nursery receives funding for two, three and four year olds.

What the setting needs to do to improve further

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

- provide more dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting.

Inspection judgements

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

Staff at the nursery base their planning clearly on those activities that interest individual children. Identified key persons help to make sure every child experiences an interesting programme of activities adapted to suit their individual stage of development. Planning is based upon frequent observations of children's play. These are assessed against developmental milestones to ensure each child makes good progress. Staff record children's achievements frequently, often using photographs in their learning journals that are readily available to both children and parents. Children with special educational needs and/or disabilities receive effective support through the use of individual play plans and staff who sensitively support them and make their learning funable to use books that refeal language are able to use books that refelect their home language, which eables them to feel v. Those who are learning English as an additional language can relate to a large 'round the world' display which has photographs of various children with the country and flag and language they have connections with. This is an impressive and welcoming sight in the hallway, showing smiling children from diverse backgrounds. However, there are limited books and resources in the home languages of children attending although staff learn and use key words to promote children's confidence in speaking.

Staff use photographic displays of the children to encourage positive responses to the nursery and the children are keen to attend. Children are interested and keen to learn from the varied range of play experiences on offer and staff support individuals well. For example, during and well resourced, imaginative and role play sessions. Children's play is sustained through the skilful input of staff who observe, comment on, and question what the children are doing. For example, staff read a story about emergencies to children and from their discussions about fire engines and travelling, children have expanded their play to include aeroplanes and superheroes. Children talk about birthday cakes, their own homes, pets and family members and staff, who are led by children's ideas, encourage further scenarios.

Children make independent choices about their play: some enthusiastically wear goggles and use mechanical toys such as spanners and use these to undo nuts and bolts from the workbench. Toddlers also enjoy using a range of play resources. They learn about quantities when they collect small construction pieces in larger containers and staff talk to them about 'all' and 'lots' as well as the colours. Toddlers like to sit in the cosy book area and enjoy listening to stories read by staff and independently. Many of the children like listening to stories as a whole group, and they all benefit from sharing a group activity at the start of each session where staff greet each of them by name. This enables them to learn how to greet each other and gives them confidence in speaking.

Older children show their understanding of letters and words by attempting to write their names. For example, using a whiteboard and clipboard to write the initial of their name. Staff talk to babies and toddlers constantly, making suggestions and encouraging them to respond. Staff also use signing to communicate with babies and children at group times such as when they have snacks. This builds upon the understanding and ability to use gestures to communicate, helping them indicate their needs.

Children and babies can play outside during each session, using one of the three garden areas. They enjoy imaginative play outside and using the toy cars or use the climbing apparatus and footballs and goals. One child practises kicking the ball and when a member of staff makes the goal accessible to him, he is delighted to score a goal and celebrates by running the whole length of the garden with his hands high and shouting a long hooray. Babies like to play outside and go on local outings but they also enjoy climbing the indoor apparatus and taking their dolls and buggies up onto the walkway platform to play. Older children who attend in the school holidays enjoy weekly visits to places of interest such as the beach and the woods. Children enjoyed building a bear at the 'build a bear' shop for example, and taking the subsequent bear home.

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

Children's well-being is nurtured through very effective provision for personal, social and emotional development. All staff display sensitivity and have good systems in place so that children feel secure and accepted. For example, the free play sessions are managed by staff who take responsibility for groups of children who they supervise and vigilantly support. The key person system is used effectively to enhance children's feelings of safety

and build upon the ability to trust the adults who care for them. For instance, there is a second key worker appointed to each child so that there is consistent communication at times of sickness and holidays.

Children with special educational needs and/or disabilities are supported by staff who act on advice from other specialists, so they adapt activities to meet children's varied needs. Staff work closely with parents and carers to share information and support children's emotional development effectively. Children, including those who are learning English, enjoy being here and show confidence in staff because the staff respond promptly to any emerging needs. This is apparent at all times, but especially during the group snack and meal times. Here, several members of staff sit with the children and assist them or help them to express their needs or just chat about the food and routines. For example, children talk about their helper role with pride and are encouraged to clear away plates and serve pudding. Children serve themselves at lunchtime from large dishes on each table of five or six children and staff are on hand to assist them. They enjoy their healthy, freshly cooked meals. The cook caters for a variety of special dietary needs and is happy to discuss these with parents so that they meet children's needs.

Children know how to keep themselves safe: they learn to sit down and eat using cutlery and serving spoons. They respond promptly to reminders so that they do not use the slide too quickly after someone else and slide into the child in front of them. They become used to keeping safe in an emergency when they practise evacuating the building and know what to do in an emergency. They have confidence in staff who promptly respond to any needs they express. For example, staff are vigilant in helping those who wear nappies to recognise when they need the toilet. Children learn how to wash their hands before eating and use wipes afterwards so they become independent as they get older.

All children enjoy frequent use of the outdoor play opportunities and learn how to wear appropriate clothing for the weather. They enjoy and benefit from a variety of interesting and adaptable play outside. For instance, children use the toy cars, the climbing apparatus, and the chalk boards outside or they can investigate the everyday items such as pans that are hung up to make different sounds. Children behave very well, developing their skills by playing together in small groups, with support and supervision from staff that is not intrusive but allows them freedom. Children are well prepared for changes they might experience; for instance, they have a school bear who has a uniform and which they can take home in turn to prepare them for school. The newly established lending library is popular with children and parents who can help themselves to books to take home and share. This results in children who are ready to move on to school.

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

The children are safe. There are good arrangements in place to implement the welfare and learning and development requirements. Staff clearly understand safeguarding procedures. The owners and manager ensure all new staff are checked and suitable to work with children. There are staff who work across the other 'sister' settings who can

cover sessions if staff are absent, ensuring the required ratios are always maintained. Recruitment, supervision and evaluation concentrates on providing the best facilities, support and experiences for the well-being of children and their families.

Self-evaluation is thorough and used effectively to review the provision and how children use it. There are regular staff meetings that identify and address any issues raised by staff and feedback from parents. Regular observation and monitoring of staff means the manager and owners address any issues that are apparent. The staff, manager and owners listen to parents and children and staff to improve the provision: they have introduced a new healthy menu, parent notice-boards and boards recording activities that their children experience each day. This shows that they welcome suggestions to improve what they offer and encourages parents and children to contribute their ideas. Staff continually build on their qualifications and skills. For example, one member of staff is completing an honours degree in early years practice. All of the team participate in a varied programme of professional development to meet the varied needs of children attending.

Parents are very happy with the provision and describe staff as very supportive and easily approached. They say their children are supported well and do not want to leave at the end of the day. Parents are familiar with their children's development and progress because they access their children's learning journal regularly and attend stay and play sessions to learn about activities and their child's response. They appreciate the informative conversations they have with key staff on a daily basis. It is apparent from the comments parents make that the children benefit from a range of enjoyable experiences which enable their good progress and development.

Consent is obtained to confer with specialist agencies or professionals if there are queries about children's individual needs. Staff implement the advice to support children, reviewing this with parents regularly. The nursery values their relationship with local agencies and professionals, such as therapists and specialist teachers. They use the information they offer well to promote children's development. Staff invite teachers from feeder schools to attend the nursery to meet children who are about to leave and plan various activities to support children who are moving on.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY449585
Local authority	Kent
Inspection number	880918

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	98
Name of provider	Little Oaks Canterbury Limited
Date of previous inspection	Not applicable
Telephone number	01303850203

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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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