

# Little Oaks Two

Parish Rooms, Church Road, Penn, HIGH WYCOMBE, Buckinghamshire, HP10 8EG

## Inspection date

14/05/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children thoroughly enjoy coming to their nursery where they are highly valued and respected as individuals. Therefore, they have a great sense of belonging.
- The quality of teaching is exemplary and, therefore, children make excellent progress in their learning and development. They are extremely well prepared for moving on to school.
- Excellent partnership with parents, carers and others means that children's individual needs are met very effectively.
- Children benefit from the input of highly inspirational staff. The nursery's highly focused and reflective practice means that staff have very high expectations for the children.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the large hall, small play room and garden.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with a member of staff.
- The inspector sampled a range of documentation including children's records, policies and procedures and the nursery's self-evaluation.

## Inspector

Kim Mundy

## Full Report

### Information about the setting

Little Oaks Two is one of two privately owned nurseries. It registered originally in 2003 and re-registered in 2012. The nursery operates from St. Margaret's church hall in Tyler's Green in Buckinghamshire. It has the use of a large hall and smaller side room and there is access to a secure outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attending Little Oaks Two have usually attended Little Oaks One between the ages of two to three years. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It opens during school term times on Monday, Tuesday and Thursday from 9am to 3.15pm. On Friday, the opening times are 9am to 12.45pm. The setting is closed on Wednesdays. There are currently 43 children on roll. The nursery employs ten staff to work directly with the children and all but two of the staff have appropriate qualifications in early years. The principal has a primary teaching qualification and is qualified to Early Years Professional Status. The manager is a qualified early years graduate.

### What the setting needs to do to improve further

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

- plan further opportunities for children to learn about people with disabilities.

## Inspection judgements

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

The excellent provision for helping children to learn and develop is highly focused on fulfilling the needs of each and every individual. The professional staff demonstrate high aspirations for children's learning. Children settle very quickly into the daily routine because the support and care is of high quality. The welcome that children, their parents and carers receive on a daily basis is warm and encouraging and excellent relationships are established. Staff use highly effective teaching techniques and they plan for and assess children's progress meticulously. They guide, support and encourage children to be active and independent learners. This means that children achieve exceptionally well.

The atmosphere buzzes with excitement as children make choices about what they want to play with. There are exciting activities and high quality resources, which together stimulate children's interest and inspire them to explore and investigate. Staff set up the small play room beautifully with all the necessary props for children to act out, use their imagination, talk about and further understand a familiar story. Children are highly

involved in this activity; they take turns walking through long grass, leaves and mud feeling the different textures on their feet. Children's speaking and listening skills develop exceptionally well because staff engage them in many conversations and ask challenging questions that make them think and explore new vocabulary. Children have many excellent opportunities to write for a purpose. For example, both boys and girls have a keen interest in writing as they use large brushes and water, clip boards and white boards. Children are able to write recognisable letters and draw representative, detailed pictures. They use their imagination spontaneously to create stories and express their thoughts and ideas. Children make very good use of resources available to them, for example, as they move large boxes around their environment. They confidently ask staff for extra resources, such as sand timers, to initiate turn taking in the 'bear den'.

Children experience exceptional activities, which help them to learn about technology. For example, on arrival they self-register by scanning the bar code on the back of their name card on to the portable computer. Children are particularly proud to share the photos they take with their friends on the nursery camera and have great fun using torches in the 'bear den'. Overall, children learn about diversity, exploring other people's beliefs as they celebrate many festivals. For example, they carry their lanterns to the local lake to celebrate the German festival of St. Martin. However, there are fewer opportunities to learn about disability. Children learn to take care of their environment as they collect litter. They spend time learning about people in the world who are less fortunate than themselves. For example, since the autumn term, they have been finding out about water conservation around the world.

The staff encourage children's use of mathematical language through their excellent interactions with children. For example, children use words such as 'heavier', 'lighter', 'balance', 'more' and 'less' constantly in the session. Staff know exactly when to intervene to extend children's learning and when to stand back to give them space. Some of the most effective learning takes place when children follow up their own interests. For example, a group of children use their imagination to create a pirate ship and rockets with large cardboard boxes. They talk about flying to the moon and Mars, what they will take with them and what they might find there. They draw control buttons and levers in their rockets, count confidently from one to ten and name colours and shapes. During many activities children explore measurement. For example, as they weigh the seashells and cooking ingredients. They have great fun filling and emptying containers and working out how water flows through tubes. Children thoroughly enjoy positive first-hand experiences, which provides them with a zest for learning and prepares them extremely well for school.

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

There is an excellent range of toys, materials and resources to meet the varying needs of the children attending. Children have a great sense of belonging, for example, on arrival they recognise their name on their shoe box and put on their indoor shoes. They develop a very close bond with their key person, although all staff provide excellent support and role models. As a result, children are very considerate and confident. Children behave excellently as they take turns to walk through trays containing sensory materials, such as

gloop, twigs and tissue paper. Children's self-esteem and confidence are high and they play very well together in small groups and pairs. Children contribute to the welfare of others as they help to tidy away at the end of an activity. Relationships between children and staff are very responsive and trusting, therefore, children develop strong personal, social and emotional skills.

Children develop an excellent understanding of why it is important to lead healthy lives. The dentist visits to help them learn all about dental hygiene and staff work with parents to encourage children to brush their teeth. Children that stay all day bring a packed lunch and parents receive information about healthy foods. Staff pay attention to detail by providing tablecloths and flowers at snack time, which demonstrates that they highly value and respect the children. Children enjoy the caf style snack time and wash and dry their hands independently before choosing their snack from the menu displayed.

Children take small risks with constant staff supervision and support. For example, they learn how to use an adult knife safely when cutting up their fruit. They practise the emergency evacuation procedure and learn to cross the roads safely. Children learn that fresh air and exercise is good for them. Both indoors and outdoors the children develop excellent physical skills as they climb and slide and balance on stilts confidently. They have fun building and constructing with large cardboard boxes, logs, planks and crates. Children thoroughly enjoy outings to feed the ducks and walks in the local woods. They have excellent opportunities to learn about living a healthy lifestyle.

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

The leadership and management of the nursery are exceptional. Excellent arrangements are in place to monitor all aspects of this outstanding provision. Staff place excellent attention on ensuring that children are safe and free from harm at all times. There is a very strong emphasis on safeguarding with comprehensive policies and procedures clearly understood by all staff. Very robust recruitment and vetting procedures, including effective induction procedures for staff mean that children are safeguarded effectively. The management team maintains all documentation to a very high standard.

There is strong teamwork from highly experienced staff, all of whom contribute well to the nursery's self-evaluation. Each child and parent also makes a very valuable contribution to the development of the nursery. Management implement effective procedures to closely monitor staff performance, for example, through staff appraisals and meetings. Furthermore, the management team and staff constantly reflect on their practice by observing and providing feedback on one another. The management team has an excellent understanding of the learning and development requirements. Vigorous systems are in place to monitor the delivery of the educational programmes. Consequently, children make exceptional progress in relation to their starting points. Parents are welcome to take their child's very informative learning profile home to share with other family members. The high commitment of staff means that outcomes for children are constantly developed.

Partnerships with parents, carers and others are exemplary. Staff use very thorough communication systems to ensure that parents are fully aware of their children's welfare and learning. Parents and carers hold the nursery in extremely high regard. They comment that, along with their children, they receive a warm and encouraging welcome and excellent relationships are established. Parents are fully involved in their children's learning. The nursery establishes very strong and purposeful relationships with other settings involved in the children's lives. For example, in order to prepare children for moving on to school, the staff invite head teachers and the children's class teachers to the nursery to get to know the children.

### **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
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 action. 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

<b>Unique reference number</b>	EY455636
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	892678
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Little Oaks Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01494 815413

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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, which are usually the childminder's 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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