

Little Oaks Day Nursery

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

Inspection date	15/07/2013
Previous inspection date	26/02/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- The attention given to the well-being of children is outstanding. Staff give the highest priority to supporting children in all areas extremely effectively.
- The key person system is very efficient at enabling children to settle quickly and fully at the nursery and in the transition between care rooms.
- The supervision, monitoring and appraisal system is very efficient in promoting the on-going professional development of all staff.
- The nursery environment is highly stimulating for every child, promoting learning and challenges for every child.
- The interaction between all the staff and children is very good and prompts wide ranging conversations and ideas.
- The self-evaluation process is far reaching. It includes the views and comments from staff, parents, children and other professional carers and agencies.

It is not yet outstanding because

- Processes to help ensure children's ideas are taken into account to help staff plan future activities, are not as secure as they could be.

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 had a tour of the premises with the manager of the nursery.
- The inspector interviewed the manager of the nursery.
- Staff and children observed and talked with, relevant records and other documentation sampled by the inspector.
- The inspector carried out a joint observation with the manager.
- The inspector fed back the inspection findings to the owner and manager of the nursery.

Inspector

Mary Vandeppeer

Full Report

Information about the setting

Little Oaks Day Nursery registered in 2012. It operates from seven rooms in a building in NHS hospital grounds and a room located 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 23 staff and all staff, including the manager, hold appropriate early years qualifications. The two manager and two owners have a higher qualification. There are 104 children are on roll. Staff provide support for children who are learning English as an additional language and those who have special educational needs and/or disabilities. 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:

- strengthen systems to help ensure children's ideas and views are consistently taken into account when planning future activities.

Inspection judgements

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

The management and staff work very well and effectively as a team to help make sure children experience a stimulating and interesting range of activities, adapted to suit their individual stages of development. This is evident in all areas of the nursery. Even though the outdoor area is scheduled for improvement, it still provides a varied and exciting place for children to explore. Key persons at the nursery base much of their planning of activities on their in-depth knowledge of the children in their groups and on their individual needs and interests. This enables children to become engaged in their learning. Future planning is also based upon frequent observations of children's play and identified next steps. These observations are monitored, to ensure each child makes good progress in all the learning areas. Staff record children's achievements regularly, using photographs and children's work mounted in their learning journals, which are readily available to parents. However, children's views are not consistently sought when reviewing and planning future activities.

Staff are efficient and professional in creating individual play plans for children with special educational needs and/or disabilities, to ensure they receive the right support. Staff display an understanding and sensitivity in their guidance and interaction with children. They make all children's learning fun and use resources that reflect their development needs as well as their interests, for example, role play, creative activities which involves good interaction between children and adults. Children are keen learners and show their enjoyment in the varied range of play opportunities on offer. Staff support them very well. For example, a wide range of climbing and balancing equipment in the outdoor areas, gives children confidence in their physical abilities, as well as providing them with new challenges. Very young children, for example, those just learning to walk, are encouraged greatly by their key person. Age appropriate equipment help children become confident in their movements and physical capabilities.

Staff are skilful in their support of children's involvement and interest in the play opportunities available. They observe and question what the children are doing. For example, staff provide paint and everyday items of children's choice to stimulate children's imagination. Children then create a mixed collage of printing and coloured painting for their art gallery. Different types of interactive games help promote children's knowledge of shapes, numbers and an understanding of how important it is to share and take turns. Staff help children to develop good skills in understanding the world. For example, they talk about where people they know have been on holiday. Children are encouraged to talk about their own family, home and toys, which helps them feel secure and sense of where they belong. Staff provide resources and ideas for role play scenarios, such as a school classroom, helping the older children understand more about their move to reception class.

Children are able to make independent choices about how they spend their time in the nursery. They are often able to choose when they have a snack and can always get a drink of water when they are thirsty. Children are developing a good understanding of the natural world. A nature table encourages children to look at world around them and bring in examples of flowers or pebbles they have found. Children enjoy stories read by staff. They are encouraged to talk about what they are doing and also to negotiate activities with each other for example, when they play ball games outside or during role play. This enables them to learn how to communicate effectively with others and gives them further confidence in their speech. Older children show their understanding of letters and words by attempting to write their names, or pick them out. Younger children practise their emerging writing skills as they use resources such painting or sand to make marks. Children develop skills across all learning areas as they are able to move freely between the indoor and outside area throughout the day. All children clearly enjoy and benefit from their time at the nursery.

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

The management and staff make an outstanding contribution to the safeguarding and well-being of all children at the nursery. All staff display a very good understanding and sensitivity towards making sure children feel valued and secure. They all have a very clear

knowledge and understanding of the procedure to follow should they have concerns about a child in their care. Children are extremely well supervised by the staff, who offer them support in their play, helping them to progress in their learning very successfully. The key person system is used highly effectively to increase children's feelings of trust and safety, continuously building on the valued relationships they have with the adults who care for them. Staff provide excellent support for children with special educational needs and/or disabilities. They act promptly and effectively on advice from parents and other specialists. They are always ready and prepared to adapt activities to meet children's varying needs. Staff also work extremely closely with parents and other carers. This means they are sharing information and supporting children's emotional development very effectively.

Children, including those whose home language is not English, enjoy being at the nursery. They show confidence in staff who respond quickly to their individual needs. This is apparent at all times, but is especially displayed when, for example, children show concern about something happening in their lives, such as starting in reception class. The key persons are swift to give the situations their full attention and help make such changes easier for children to deal with.

Children serve themselves at meal times; however, staff are on hand to assist them. They are able to interact with the cook during the day and often discuss what is for lunch and also talk about the delicious smells coming from the kitchen area. Children are taught about healthy eating as they enjoy their carefully planned snacks and meals, with water or milk to drink. Staff make sure the children are cared for in a healthy environment that is also safe for them. Children are learning how to keep themselves safe in an emergency, for example as they regularly practise evacuating the building. Staff also ensure they teach and enable children to wash their hands before eating. This means they are learning how to become more independent as they get older. All children enjoy the free access from their own playrooms, to the outdoor play area. Children behave extremely well, developing their personal and social skills by playing together in groups. Staff are skilled in providing the required support and supervision that allows children freedom in their play. Children are also very well prepared for new challenges they might experience, for example visiting local schools and having a chance to see or try on the uniform they will be wearing. This means children are very well prepared for their eventual move on to school.

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

There are effective arrangements in place to implement the requirements of the Early Years Foundation Stage framework. Staff display a clear understanding of the local Safeguarding Children Board policies. The provider and management ensure all new staff are checked and suitable to work with children. The robust recruitment processes, supervision and efficient appraisals mean the staff provide good facilities, support and experiences for children and their families. Extremely thorough and well recorded risk assessments are carried out on a daily basis and any hazards are identified and made safe.

The self-evaluation process is far reaching, efficient and continuous. There are self-evaluation systems in every play area, these and regular staff meetings, identify and address any queries raised by staff and parental feedback. Regular and spontaneous observations and the monitoring of staff, enable the provider to address any issues that may arise. The management of the nursery listens to the views of parents, children and staff and uses these to change and improve the provision. There are newsletters, several parent notice boards and photographs, showing some of the activities their children enjoy and take part in each day. Suggestions are welcomed to improve what is offered and parents and children are encouraged to contribute their ideas. Consent is always obtained to consult with specialist agencies or professionals if there are queries about children's individual needs.

The staff team participate in a varied programme of professional development to meet the different needs of children attending. Parents are very happy with the provision and describe staff as very approachable, helpful and supportive. They say their children thoroughly enjoy themselves at the nursery. Parents are familiar and knowledgeable about the nursery and the routine followed. They clearly feel comfortable as they bring and pick up their children. Parents are able to keep up with their children's achievements as they can see their children's learning journal regularly. Parents state that they really appreciate the informative discussions they have with key persons on a regular basis. It is clear from the comments parents make that all children benefit from a range of exciting and enjoyable experiences, which promote their good progress and development.

Staff value the partnership they have built up with local agencies and professionals, such as children's physiotherapists and speech and language specialists. They make good use of the information provided to help promote children's development and well-being. Staff are skilful in helping children get ready and look forward to the next stage in their lives.

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

Unique reference number	EY449585
Local authority	Kent
Inspection number	924374
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 12
Total number of places	70
Number of children on roll	104
Name of provider	Little Oaks Canterbury Limited
Date of previous inspection	26/02/2013
Telephone number	01227783068

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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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