

Little Oaks Nursery

Oakley House, 544 Etruria Road, NEWCASTLE, Staffordshire, ST5 0SX

Inspection date	01/11/2013
Previous inspection date	03/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's learning is supported well because the staff effectively support them through stimulating and challenging activities that support their current and ever changing interests.
- The staff support close attachments with the children through positive interaction and acknowledgement of children's good behaviour. The staff are good role models for all children in their care.
- The effective partnership with parents is underpinned by two-way communication. There are effective partnerships with others to ensure children are prepared for their transition within the nursery and to school.
- Management systems, such as regular supervision monitoring, enhances staff performance thereby benefitting the children. The self-evaluation process identifies improvements that bring about effective changes that benefit all children on roll.

It is not yet outstanding because

- There is scope to develop further children's independence by providing them with informed choices about what is available for them to play with during their child-initiated play times.
- There is scope to develop further children's skills in listening by limiting background noise so they can clearly hear the communication of others around them.

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 all play areas used by the children.
- The inspector held meetings with the registered person, the manager and childcare staff. The inspector undertook a joint observation with the manager.
- The inspector scrutinised a range of documentation; children's assessment records, evidence of staff suitability and health status, policies and procedures, self-evaluation documentation and the risk assessment records.
- The inspector took account of children's and parents' views throughout the inspection visit.

Inspector

Mary Henderson

Full Report

Information about the setting

Little Oaks Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in two converted buildings in the Newcastle area of Staffordshire and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from seven base rooms and there are two fully enclosed areas available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, one holds a qualification at level 6 and one is unqualified. The nursery opens Monday to Friday all year round, from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- support children's independence skills further, for example, by providing props or photographs of the broad range of resources and activities available to them during their child-initiated play times so that they are enabled to make informed choices

- enhance children's listening skills further by reducing continuous background noise, such as music, to ensure younger children who are still developing their attention skills can focus on the spoken language around them.

Inspection judgements

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

A welcome and warm environment is provided for parents and their children. As a result, children settle quickly into the routines of the nursery. The management and staff have a good knowledge and awareness of the Early Years Foundation Stage thereby ensuring that children make good progress in their learning and development.

Good systems of observation and assessment ensures that the prime and specific areas of learning are incorporated and that the next steps in children's learning are effectively identified. As a result, children's individual needs are met and they effectively progress towards the early learning goals. Key persons working with the toddlers discuss with

parents the most suitable time to complete the short written summary in time for children's health visitor check before they are three-years-old. The liaison between other providers and schools is good and supports children's next phase in their learning and their readiness for moving on to school life.

The staff provide an interesting range of activities and resources to stimulate and support children's interests. However, at times, younger children are not always best supported to make choices during their child-initiated play times. For example, there are no prompts or pictures available of the broad range of choices available to them so that they can make independent informed choices during such times. The staff effectively promote the characteristics of effective learning with the children because they follow their lead and join in with their play. Children's communication and language skills are supported well because the staff use open-ended questions during their play. This supports children's understanding and speaking skills well. However, younger children's listening skills are not always fully supported at all times. For instance, staff do not always ensure background noise, such as music, is reduced so that younger children can clearly hear what other children and adults are saying to them.

Children enjoy a range of opportunities to make marks. For example, younger children use paints with their hands and brushes and older more able children use a small wipe board to practise writing their names, some with great skill, as supported by the staff. All children show a love of books as they sit with the staff on comfy cushions or as they enjoy story time with their peers, joining in the fun. This supports children's readiness for school very well.

Children begin to learn about numbers and counting as they play indoors and outdoors with their peers because staff use various opportunities to extend their skills. For instance, younger children explore the properties of sand and water as they enjoy filling and emptying various containers. Older children notice numbers in the environment and count during their daily routines.

The staff support children's understanding of the world very well because they take the children on a range of outings to places of interest. This includes visits to museums where the children look for and talk about toys from days gone by, such as teddies, and dolls and other historical artefacts. Older children visit the shop to buy wallpaper to decorate their own home corner, making it look homely and inviting. Babies and young children like to go on walks to notice the changing weather and look for mini-beasts. Children collect things on their walks to replenish their treasure baskets back at the nursery.

All children access the outdoor play spaces each day where they use various equipment to practise their climbing and balance skills. They also like to ride round on their trikes, play ball games with their peers and run around in the fresh air. The staff invite visitors to the setting to extend children's interest in a healthy lifestyle. For example, professionals come in and encourage younger children and babies with moving to sounds, dancing with ribbons and chasing bubbles. Other visitors encourage older children with activities pitched at their stage of development, encouraging them with sports based activities, such as going fast like a racing car and moving in different directions. This supports children's interest and fosters their physical development very well.

The staff have warm and positive relationships with parents, communicating effectively and involving them in their child's learning at home. Information sharing is good, thereby ensuring that parents are kept up-to-date at all times about their child's care and learning. Daily discussions and diaries provide parents with good information so that they are aware of their child's care routines and learning activities within the nursery. Good information imparted by parents ensures they and the staff are working together to promote children's learning and development between the nursery and home.

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

Children show they feel safe and secure within the nursery environment. They laugh and giggle with their peers and the staff caring for them because the day is full of fun. The effective key person system further supports children's feeling of safety and builds on the attachment process. The emphasis placed on all children's personal, emotional and social development at the admission stage is also good and this ensures children develop the skills they need to support their future success. Staff collate good information from parents about their child to ensure children's needs are effectively identified and met. Children are supported to take risks under supervision of the staff. Children develop friendships which further supports their readiness for the next stage in their learning and their readiness for school.

Behaviour is good because children are aware of the boundaries of the nursery provision. The staff praise and encouragement children throughout the day which supports their positive outlook. The learning and development outcomes for all children are attributed to the good use of space, the deployment of resources and a good balance between adult-directed and child-initiated play opportunities. The staff plan effectively to meet each child's individual needs and they follow children's interests to ensure they are happy and thereby actively involved in activities. This supports children's feelings of belonging to the nursery further.

The staff promote children's understanding of the importance of physical exercise and a healthy diet because they ensure children's access to fresh air and the outdoors on a daily basis. Children's specific health, dietary needs and allergies are well documented and understood by the staff. Children learn about the importance of good hygiene through the routines of the day.

The staff and management have developed positive relationships with the local schools. The staff talk to the older children about school life in a positive way so that they are ready emotionally to move on to this important step in their lives. To support this further, children play with a range of resources and listen to stories building on their confidence about starting school.

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

The management ensures that all staff have a good awareness of safeguarding issues and recognise their responsibility to protect the children in their care. For example, all staff are aware of what to do should they have any concerns about any child in the nursery. Staff have undertaken training and share the safeguarding policy and procedures with the parents. The management and staff demonstrate a commitment to promoting children's safety and well-being. For example, there are robust procedures in place for ensuring the suitability of all staff. This includes a commitment from the staff to sign an ongoing suitability declaration in relation to taking medication and/or any other substances. This ensures all staff are suitable to work with children at all times.

There is a clear policy with regards to the use of mobile phones and cameras in the nursery. Risk assessments include all aspects of the indoor and outdoor premises and also all outings off the premises. Access to the premises is closely monitored and the outdoor play area is secure. This ensures children's safety and well-being at all times.

Policies and procedures are implemented very effectively and reflect any changes in the Statutory framework for the Early Years Foundation Stage. The staff reflect on their practice through team meetings. The management and staff use their knowledge and understanding of the learning and development requirements and how children learn to ensure the educational programme provides children with a range very good learning activities. As a result, this further ensures that there are no gaps in children's learning and development.

Supervision and monitoring is provided by the management. This helps to identify where support is needed to improve staff performance and thereby promotes better outcomes for all children. Accurate identification and implementation of priorities through self-evaluation provides continued improvement to the quality of the provision, thereby benefitting all children on roll. The staff undertake training to further improve their skills and knowledge. This has a positive impact on children's learning and their well-being.

Partnerships with parents are very good and the staff give all parents opportunities to become involved in their child's learning and all aspects of the nursery. There is good communication in place with regard to children's well-being and achievements. Parents are encouraged to be actively involved in their child's learning at home and share information about children's achievements. The management and staff work in partnership with parents, other providers and external agencies to ensure support and appropriate interventions for children is sought. This ensures that all children make good progress from their starting points and that there are no gaps in their learning.

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	218450
Local authority	Staffordshire
Inspection number	941288
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	60
Name of provider	Little Oaks Day Nursery Ltd
Date of previous inspection	03/05/2012
Telephone number	01782 637513

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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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