

# Little Oaks Nursery

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

<b>Inspection date</b>	21/02/2014
Previous inspection date	01/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff have a good understanding of child protection issues and implement robust procedures.
- Relationships between staff, children and parents are strong. This makes a positive contribution to meeting children's individual needs and supporting their progress.
- The environment is welcoming and well equipped. Staff support children's learning well and successfully promote their good behaviour and independence.

### It is not yet good because

- Risk assessments are not rigorous enough to fully promote children's safety. Consequently, potential hazards on the fire escape are not swiftly identified and the comprehensive risk assessment is not routinely updated.
- Aspects of leadership and management are not fully robust, which leads to administrative breaches in requirements relating to record keeping. This has minimal impact on children's care and learning.
- Occasionally, there are some inconsistencies in nappy changing procedures that potentially impact on children's health and well-being.

## 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 conducted a joint observation with the deputy.
- The inspector spoke with children, staff and parents, and held meetings with the provider's representative and the deputy.
- The inspector looked at children's assessment records and sampled a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Jan Linsdell

## Full report

### Information about the setting

Little Oaks Nursery was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Newcastle area of Staffordshire and is managed by limited company. The nursery serves the local area and operates from two separate buildings. The bungalow has two playrooms and accommodates babies under the age of two. The main building accommodates children over the age of two. There are five playrooms located on the first floor and there is no lift access. Both buildings have their own enclosed outdoor play areas. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications, including eight at level 3 and one at level 6. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve the procedures for assessing risks to children's safety by: implementing more rigorous checks to ensure any hazards are quickly identified and addressed, with particular regard to the fire escape; making sure risk assessments are reviewed and updated on a regular basis
- ensure records are available for inspection to include details of Disclosure and Barring Service checks and staff qualifications for all staff
- keep a written record of complaints received and their outcome.

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

- develop more consistent nappy changing procedures by: encouraging staff to wear gloves to reduce the risk of cross infection; where possible, encouraging key persons to change their key children to further enhance close attachments.

## Inspection judgements

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

The quality of teaching is good. The environment is well organised and well resourced, thereby creating a stimulating environment for children to play and explore. Staff clearly

understand how to observe and assess children's development and promote their next steps in learning. Key persons speak confidently about children's interests, capabilities and next steps in their learning. They maintain well-documented development files that help parents to see how their child is progressing in all areas of their learning. Staff plan effectively to meet children's individual needs and they follow children's interests, so that children enjoy the variety of activities on offer.

Pre-school staff successfully engage children when reading a story. Children pay attention, listen well and respond confidently to questions. Children clearly enjoy having contact with nursery pets. For instance, they show much excitement when they spot the rabbit hopping around the garden. This enables them to learn how to take care of other living things. Sensory areas, such as, the dark den, offers a quiet space for children to explore, talk and experience lights and textures. Mark making is well promoted from a young age, which supports children's early writing skills. Children have regular opportunities to come together in small groups to sing songs and listen to stories. They participate enthusiastically during these times, showing confidence at choosing songs and joining in with action rhymes. Staff now limit times when music is played in the nursery, which is helping to further support children's listening and communication skills.

Engagement with parents is effective and discussions about the children on collection are thorough and purposeful. This, along with diaries and regular meetings to share children's development files help to ensure parents are well informed of children's achievements. Parents speak positively about the nursery environment and say children learn to behave appropriately and use good manners. Staff establish positive links local schools to help promote a smooth transition for children when they are ready to move onto school. The emphasis on developing children's social and independent skills also supports their school readiness.

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

Relationships between staff and children are strong and children are well cared for. Babies' emotional needs are well met because staff provide gentle encouragement and cuddles when needed. Staff spend a long time with parents who are new to the nursery, explaining procedures and gathering detailed information about the children. This contributes to helping children settle quickly into nursery routines. Children show they feel safe and comfortable in the company of staff. The key person system is generally good. Some parents comment that their child's key person is 'brilliant and knows all the children inside out'.

Staff encourage children to be independent in managing their personal hygiene needs from a young age. For example, they acknowledge babies' attempts to clean their own face after eating their healthy snack. They also make sure older children remember to wash their hands after using the bathroom. Staff maintain a clean environment and encourage children to do tasks for themselves, such as, clearing away their plate after lunch. This further enhances their independence and helps them to develop a healthy lifestyle. In the main, nappy changing procedures are adequate. However, gloves are used at the discretion of staff, therefore, they not used consistently, and very occasionally a

minority of staff forget to wash their hands in between changes. This increases the risk of cross-infection. Also, children are not always changed by their key person, which means staff are missing an opportunity to further enhance that special bond with their key children.

Outside areas are well equipped and daily opportunities for outdoor play helps children understand the importance of physical exercise on their health and well-being. Children's behaviour is good and staff offer consistent praise and encouragement, which helps to foster children's confidence and emotional well-being. Playrooms are inviting and well organised, which supports children's independent choices in their play. Babies sleep soundly in the cosy sleep room and older children rest on low-level beds. Staff are vigilant when children are sleeping and check on them regularly to ensure their safety. Children develop some awareness of how to manage risks safely, for instance, as they climb the stairs and hold onto the low-level handrail.

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

The nursery is in the process of appointing a new manager and the team are working together to minimise any disruption to children and parents during this period of change. The management team have a good understanding of the requirements to safeguard children. They ensure Ofsted are kept informed of any relevant safeguarding information, as required. They have reviewed safeguarding practice to ensure associated policies are robust. Staff are secure in their knowledge of safeguarding procedures and demonstrate a clear understanding of their responsibilities to protect children from harm. They are vigilant to the indicators of abuse and they know how to report any concerns relating to children or the behaviour of staff. Recruitment and vetting procedures are generally thorough and systems are in place to check the ongoing suitability of staff.

Some aspects of leadership and management are not fully robust and this leads to inconsistencies in certain records and procedures. This means the Childcare Register requirements are also not fully met. For example, information about staff Disclosure and Barring Service checks and qualifications is available for most, but not all staff, and a record of complaints is not maintained. These are administrative errors and have little impact on children's safety and well-being. Staff supervise children closely and periodically carry out safety checks to help maintain a safe environment. However, risk assessment procedures lack rigour. For example, a comprehensive risk assessment is available but the management team is unsure whether this has been reviewed and updated. Also, the inspector found some building materials left on the stairs of the fire escape. This potentially hinders a quick escape for children and staff in the event of a fire. Immediate steps were taken to remove this hazard during the inspection.

Staff are encouraged to enhance their qualifications and they make the most of courses, such as, 'moving from good to outstanding' to promote better practice. Peer observations, supervision and appraisals contribute to monitoring and developing staff performance. The management team use self-evaluation appropriately to identify priorities for improvement. They are aware of the limitations of the children's bathroom in the main building and have

plans to improve this area and to extend space within the pre-school. They are also in the process of installing enhanced security throughout the nursery, to further promote the safety of children and staff. This demonstrates a commitment and drive to sustain improvements. Partnership with parents is very good and parents are successfully involved in children's care and learning. Communication is effective and parents comment that staff are 'cheerful and pleasant'. Staff fully understand the importance of working in partnership with other professionals to ensure children get the support they need.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment at least once each calendar year and ensure all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- keep a written record of complaints, for a period of three years, including the outcome of the investigation and the action taken in response (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once each calendar year and ensure all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- keep a written record of complaints, for a period of three years, including the outcome of the investigation and the action taken in response (voluntary part of the Childcare Register)

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	218450
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	951257
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	58
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Little Oaks Day Nursery Ltd
<b>Date of previous inspection</b>	01/11/2013
<b>Telephone number</b>	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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