

Little Oaks Day Nursery, Corpusty and Holt Children's Centre

Charles Road, Holt, NORFOLK, NR25 6DA

Inspection date	18/06/2014
Previous inspection date	16/11/2009

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

- Staff have a very good knowledge of the action to take if they have any child protection concerns. Their knowledge is supported by robust safeguarding policies and procedures that are well implemented to ensure children's safety within the nursery.
- Very strong settling-in procedures ensure staff know the children and their families well. As a result, children form strong attachments and are emotionally secure.
- Children are happy and enjoy their time in the nursery. Staff have a secure knowledge of child development and use a good range of teaching skills to ensure all children are progressing well, given their starting points and capabilities.

It is not yet outstanding because

- The monitoring of staff practice is not sufficiently robust to identify further ways of building upon their skills, so that spontaneous teaching opportunities are consistently exploited and precisely focus on children's next steps in developmental progress.
- Children do not have meaningful opportunities to use a range of technology equipment during their everyday play.

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.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager of small group adult-focused activities.
- The inspector held meetings with the manager and spoke to staff and children during the course of the inspection.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Gill Thornton

Full report

Information about the setting

Little Oaks Day Nursery, Corpusty and Holt Children's Centre was registered in 2009 and is on the Early Years Register. It is one of a chain of nurseries run by the Pre-school Learning Alliance. It operates from a purpose built building in the Corpusty and Holt Area Children's Centre in Holt, Norfolk. The premises are easily accessible and children have access to an enclosed outdoor play area. Children attend from the town and the surrounding area. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications, one at level 2, four at level 3 and one at level 6. The nursery opens Monday to Friday all year round, with the exception of bank holidays. Sessions are from 9.15am until 3.15pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen systems of monitoring staff practice and the quality of teaching, so that children's next steps in learning are more precisely focused and all staff consistently exploit opportunities to extend children's already good learning during spontaneous play
- extend the use of technology equipment so that children have greater opportunity to explore its use during their everyday play.

Inspection judgements

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

Staff have high expectations for all children, based on an accurate assessment of children's prior skills and knowledge on entry. Staff take effective steps to gather information from parents during home visits and settling-in sessions, so they are able to plan for children's needs from the start of their placement. Staff use a good range of teaching strategies that capture children's interests and build upon what children know and can do. As a result, children make good progress and are gaining the key skills and attitudes to support their next stage of learning, such as moving on to school. Staff complete regular and accurate assessments of children and use these to plan suitably challenging activities. They join in with children's play to extend their learning and enjoyment. For example, following children's ideas they convert the indoor role-play area

into a forest. Children add further resources and staff supplement these with items, such as magnifying glasses and non-fiction books about bugs and butterflies. Staff observe children's interest and use effective teaching strategies to encourage children to think creatively. For example, they comment 'I wonder if they have eyes' as children study an insect through a magnifying glass. As a result, children talk about their findings and display the characteristics of effective learners.

Staff place high priority on supporting children's acquisition of communication and language skills. They model language and engage children in conversations while sensitively repeating the correct pronunciation of words, to extend children's language skills. Children who speak English as an additional language are supported well in their acquisition of English. Staff listen with interest to what they have to say, while sensitively providing the correct word, when necessary, to build on their vocabulary. They work with parents when children first start to learn some key words in their home language. However, occasionally staff do not exploit teaching opportunities during children's everyday play, to encourage them to work things out for themselves. For example, during art and craft activities, they sometimes step in too soon instead of allowing children time to explore their own ideas. Children with special educational needs and/or disabilities receive good levels of well-targeted support. Staff are very sensitive to their needs and work closely with parents and other professionals to ensure all children are progressing well towards the early learning goals.

Children have many opportunities to learn about the natural world, for example, they tend to the vegetable beds and pick strawberries to have at snack time. The large outdoor area provides a wealth of learning experiences. For example, the newly created mud kitchen provides children with hands-on experiences to explore the properties of mud and water. They excitedly show each other what they are doing, such as mixing up mud in a saucepan. Parents' involvement in resourcing the mud kitchen helped them understand the benefits children gain from such open-ended play. Indoors, children particularly enjoy sand play. Observing children's fascination with sand, staff have moved the sand to the floor to enable children greater flexibility and more room to play. All children are working within the typical age range of development expected of their age, given their starting points and capabilities. Staff identify appropriate next steps in learning and use well-planned adult-focused activities to move children on in their learning. For example, small group activities in their key-children groups are used well to help children learn to consider the feelings of others or to help them learn the conventions of conversation. However, occasionally children's next steps in progress do not precisely focus on more imaginative ways of extending children's learning during first-hand play experiences. Good procedures are in place to engage parents in their children's learning. Key persons keep parents well informed about their children's progress. Arrival procedures provide good opportunities for parents and staff to share information about children's changing needs and interests. Children's learning journals are easily accessible to both parents and children and include parents' comments about their children's learning and development at home.

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

Children are happy and well settled in the welcoming environment provided by staff. Very strong settling-in procedures, which include home visits, ensure staff know the children and their families well. Parents praise the flexible procedures that take account of their children's individual needs. For example, staff sometimes make use of the skills of a family support worker employed within the children's centre if they think children will benefit from play therapy sessions to help them feel more emotionally secure. As a result, children form strong attachments to their key person and are emotionally prepared for future changes. Children confidently explore the well-resourced indoor and outdoor environment. They are provided with some examples of everyday technology, such as a listening centre with a selection of brightly coloured headphones and an old microwave in the mud kitchen. However, children do not have regular opportunities to use a wide range of technology equipment to support their everyday play. Children benefit from being able to move freely between the indoors and outside throughout the day. As a result, their individual learning styles are well met. Toys, furniture and equipment are age appropriate and of good quality. Low-level accessible storage facilities enable children make choices in their play. As a result, children are keen and interested learners who play together cooperatively. Staff are good role models, as a result, children show care and concern for each other, for example, they kindly offer to hang up another child's coat for them. Children understand the simple rules of behaviour and remind each other to share and take turns. Staff sensitively provide children with the strategies to resolve simple disputes for themselves, while ensuring children are confident to ask an adult for help if needed.

All children demonstrate they feel safe and secure within the nursery and they gain an understanding of risk through fun activities that encourage them to explore their environment. They have ample space to run around and explore their physical skills in the fresh air. They enjoy games, such as pretending to go on a bear hunt with a member of staff. They excitedly act out a popular story, repeating the refrain together and copying each other actions. Children learn about safety through simple reminders, such as how to carry scissors safely. Staff provide children with individual water bottles, which are labelled so that children learn to access them independently when they need a drink. Tissues are provided in a basket so children can easily take one if they need to wipe their nose. As a result, children are learning to take responsibility for their own personal needs. Children and staff follow well-established hygiene routines to minimise the risk of cross-infection. Lunchtime is a sociable occasion where children learn to sit and eat with their friends. Staff provide them with plates for their packed lunches and sit and chat to children about their families and friends. During home visits, staff talk to parents about providing children with healthy lunchboxes. Consequently, children are developing an understanding of the importance of a having a healthy lifestyle.

Staff plan events, such as an International day, and invite children and their families to attend. This enables children and families to learn about each other's cultures and lifestyles. Parents particularly value the weekly music sessions the nursery provides by engaging the services of an experienced music teacher. Children enjoy her thoughtful and engaging style and enthusiastically join in during the fun learning activities she provides.

The effectiveness of the leadership and management of the early years

provision

Staff and management ensure that children's welfare and safety is a priority within the nursery. Robust recruitment, supervision and training programmes have a strong focus on safeguarding children and child protection. The manager poses child protection scenarios for discussion at staff meetings and whistle-blowing procedures are clearly displayed in case staff have a concern about the actions of another member of staff. As a result, all staff are very confident in their roles and responsibilities and the action to take if they have a concern about a child's well-being. Effective risk assessments and daily check lists are carried out to ensure children's safety. Arrival and departure times are monitored closely to ensure children are not left unsupervised and are only collected by an authorised adult. Staff are well deployed between the indoor and outdoor environment and ratios are monitored closely to ensure children are well supervised at all times.

Management monitor the educational programmes to ensure children receive a broad range of experiences that promote their good progress. Tracking documents display an accurate record of children's skills, abilities and progress. As a result, children with identified needs are well targeted and appropriate interventions are sought to close gaps in their learning. Regular staff supervisions help identify staff training needs and areas where children need further support. For example, staff have attended training on supporting children with English as an additional language. In addition, an in-house training workshop, delivered by a speech and language therapist, has helped equip staff with the skills to improve children's language and communication skills. As a result, the good quality learning environment and planned activities are well matched to individual children's needs. However, monitoring systems are not always precisely focused on raising the overall quality of teaching. As a result, staff occasionally do not exploit all opportunities to continually extend children's learning during child-initiated activities.

Staff have successfully addressed the recommendations from the last inspection to improve the quality of children's care and learning. They have worked closely with the local authority to prioritise areas for improvement and devise future action plans. As a result, the nursery shows a good capacity for sustained improvement. Parents' views are gathered and acted upon, for example, by providing more information about how individual children can be supported at home. Parents are complimentary of the friendly and caring staff team. They praise the support provided to help their children develop their independence and prepare them for their move to school. Partnerships with other settings and outside agencies are well established. Being in the same building as the children's centre helps the nursery access other support services and results in joined up working practices. As a result, the children and families attending the nursery receive good levels of support.

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

Unique reference number	EY393180
Local authority	Norfolk
Inspection number	879179
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	43
Name of provider	Pre-School Learning Alliance
Date of previous inspection	16/11/2009
Telephone number	01263715015

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

