

<b>Inspection date</b>	12 November 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff use their good knowledge of children and information from their detailed observations and assessments to plan challenging and fun activities for children to engage in, to build upon their prior learning. This helps to ensure that children make consistently good progress in their learning and development.
- Partnerships with parents are superb. Daily diaries, regular key-person discussions and detailed progress reports keep parents informed of their children's progress every step of the way. An extensive range of resources from the toy library is shared with parents to help extend children's learning at home.
- Staff highly value children and welcome them to share what they have engaged in at school. They prepare children for any changes to their routine, such as when attending dance class, to help them feel very happy and assured during seamless transitions.
- Systems to track children's progress across all areas are highly effective in swiftly identifying any gaps for individual or groups of children's learning. Staff are proactive in making timely interventions and work together very closely with parents and other professionals to provide tailored support to the children in their care.
- The well-qualified staff team aspires to improve. Staff regularly observe each other's practice and attend regular training to extend their knowledge and skills. Their detailed discussions with children, parents and others to seek their views are clearly focused on improving practice, helping to provide the very best of care and learning for children.

### It is not yet outstanding because:

- Younger children have fewer opportunities to develop their sensory and exploration skills in their designated outdoor environment.
- Staff sometimes miss opportunities to build on children's awareness of how to keep themselves safe and healthy during activities.

## What the setting needs to do to improve further

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

- make the most of the designated outdoor area for younger children, to enhance their sensory and exploration skills even further
- build on children's understanding of how to keep themselves safe and healthy during activities.

### Inspection activities

- The inspector toured the areas of the setting.
- The inspector observed children during their routine and freely chosen activities.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector held discussions with the manager, the staff and children throughout the inspection.
- The inspector examined a range of documents. These included, evidence of suitability checks, staff qualifications and training, the policies and procedures, improvement plans, and children's observation and assessment records.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection, and from comments noted on the setting's webpage.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and leaders use effective ways to share their expert knowledge of safeguarding with staff. This contributes to all staff having a good understanding of how to protect a child's welfare. Robust recruitment procedures and continual ongoing suitability checks ensure that staff are skilled and suitable for their role. A good programme of support, mentoring and training is in place to support staff. Thorough induction procedures, effective 'buddies' and regular supervision meetings clearly support staff, highlighting what they do well and what needs to be improved. Staff confidently share their learning from training and make effective enhancements to their practice and provision, to help provide the very best of quality.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff seek what children enjoy and use this knowledge to plan activities that enthuse, motivate and sustain children's interest. Younger children have a great deal of fun dancing to music from favourite movies in the appealing and inviting indoor sensory room. They develop good language and coordination skills when singing along to familiar songs and move rhythmically to music. Staff support this interest further by providing different materials, such as ice for children to explore to develop their senses. Staff's effective use of descriptive sounds during play help children to develop their language skills and understanding of things that are cold. However, staff have not yet made the most of the younger children's designated outdoor area to build on these skills even further. Older children learn about their wider world when engaging in activities that reflect other cultures. They eagerly investigate how technology works and enjoy observing the effects of light and dark. Children take an active role in their play and confidently initiate their own play themes. They readily welcome others to join in with them, demonstrating their good social skills and friendly behaviour.

### Personal development, behaviour and welfare are good

Children are very happy and settled with a team of dedicated and caring staff who are sensitive and responsive to their needs. Key persons stay close to children during play to provide their continuous support, reassurance and praise, to help children develop high levels of self-esteem and self-confidence. Children enjoy the responsibility of completing tasks for themselves to develop independence. They practice good hygiene routines, such as washing their hands before lunch, and begin to manage risks for themselves when using scissors independently. Staff are on hand to remind children of the importance of completing routine tasks and to be careful when developing new skills. However, they sometimes miss opportunities to go into more depth, to build on children's secure understanding of how to keep themselves safe and healthy.

### Outcomes for children are good

Children make consistently good progress in their learning and development from their starting points. Continual tracking of children's progress, liaison with parents and other professionals and skilfully shaped learning experiences all contribute to ensuring that children gain the skills needed for their next stages in learning.

## Setting details

<b>Unique reference number</b>	EY481525
<b>Local authority</b>	Trafford
<b>Inspection number</b>	990844
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	55
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Lisa Karen Oakley
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 775 0234

Little Oaks was registered in 2014. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2, 3 and 4, including the manager who holds an appropriate early years qualification at level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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