

Inspection date	17 November 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 work very closely with key staff from other settings that children attend and the host school. They welcome advice from outside specialists. This supports them to make precise assessments of each child's progress and inform planning to promote continuity in the care and learning that they provide.
- The managers and staff monitor and evaluate the setting, identifying strengths and areas for development to ensure continued improvement. Parents' and children's views are effectively incorporated into development plans.
- The team of well-qualified staff has a secure knowledge of how children learn and develop. They plan effectively for children's learning and support them to make good progress, taking into consideration their differing abilities and learning styles.
- Staff know children very well. They are attentive to children's needs, and provide a stimulating and welcoming environment for them. This helps children to be confident to select play activities as soon as they arrive, and helps them to feel settled and secure.

It is not yet outstanding because:

- Sometimes, staff ask children questions but give their own answers and move on too quickly. Children do not then have the opportunity to work out or explain answers for themselves.
- Staff do not provide enough opportunities for children to observe things in the environment closely and investigate the natural world around them.

What the setting needs to do to improve further

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

- make better use of effective questioning to set challenges for children, extend their thinking skills and encourage them to share their ideas
- provide more opportunities for children to closely view the natural world.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the manager and staff. She looked at relevant documentation, such as the self-evaluation record and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

Inspector

Helene Terry

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm and are aware of what to do should they have any concerns about children's welfare. Staff ensure the premises are safe. Robust policies, procedures and risk assessments are implemented to minimise risks to children. Rigorous recruitment and induction procedures help make sure that all staff are suitable for their role. Management support staff well and implement a good programme of professional development for the whole team. This helps staff to continue improving their knowledge and practice, and improves the learning outcomes for children.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of what children can do. This information is used to good effect and staff plan individual learning opportunities for each child. Children's progress is tracked effectively. Staff show a genuine interest in what children do and encourage them to play and explore. Staff support children's communication and language skills well. They use a wide range of strategies, such as speaking clearly and repeating the correct words back to the children. Younger children develop early writing skills as they make marks using paint brushes and water outdoors. More-able children are helped to recognise the sounds of letters of the alphabet. They enjoy writing letters associated with their own names. Children count numbers well and learn the concepts of weight and capacity as they play in the sand or talk with staff about the feel and weight of the pebbles.

Personal development, behaviour and welfare are good

Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Children behave well. Staff praise and encourage the children appropriately throughout the day. Children learn to be independent and make choices. They pour their own drinks at snack and mealtimes and choose what they want to eat from a selection of healthy foods. Children learn about healthy lifestyles and how to keep themselves safe. Staff talk with them about food that is good for them and how it makes their muscles strong. Children are developing their skills in readiness for school very well. Children understand the routines of the day and follow simple commands. They build confidence in their own abilities as they climb and balance on the large outdoor equipment. The inclusive ethos of the nursery helps children to learn to value and respect the similarities and differences of others in their own and wider communities.

Outcomes for children are good

The manager analyses how well children are progressing. She takes effective action to address any groups of children or aspects of the educational programme that appear to be less successful. Staff provide an environment where all children thrive, including those in receipt of funded early education. All children make good progress in their learning and development.

Setting details

Unique reference number	EY479697
Local authority	Wakefield
Inspection number	988403
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	66
Number of children on roll	117
Name of provider	Sally Anne Lisle
Date of previous inspection	Not applicable
Telephone number	01977 278484

Little Oasis was registered in 2014. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, 7.30am to 6pm, 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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