

# Little Oaks Day Nursery & Childcare @ Carcroft



Carcroft Primary School, Owston Road, Carcroft, DONCASTER, South Yorkshire, DN6 8DR

<b>Inspection date</b>	9 February 2016
Previous inspection date	10 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leaders and managers have excellent partnerships with other early years professionals and outside agencies. Well-established systems ensure that information is exchanged in a timely manner. This helps staff to provide a consistently high level of support for all children, aimed at helping them make rapid progress from their starting points.
- Staff sensitively gather precise information from parents about what children know and can do before they start. Staff continue to accurately assess children's progress and use the information to plan an excellent range of experiences, linking to children's emerging interests and newly developing skills.
- Highly qualified and experienced staff use a wide range of teaching strategies to help all children become confident communicators. One way they do this is by adapting the language they use with children to help them understand what is happening. All staff model language well and introduce new words to help children extend their growing vocabulary.
- Parents are keen to share their opinions of the setting and talk very highly of the quality of their children's care and learning. They talk about the warm welcome they and their children receive. Parents feel strongly that the settling-in process helps their children to feel safe and gives them time to develop an emotional bond with their key person.
- Staff quickly identify any gaps in children's learning and focus on closing them. Additional funding is used well to provide extra support for children who need it, so that they can promptly catch up.

## What the setting needs to do to improve further

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

- refine the already successful systems for sharing information with parents, so that they have even more precise details of how they can further support their children's learning at home.

### Inspection activities

- The inspector observed the quality of children's experiences during activities indoors and outdoors and assessed the impact this has on their development.
- The inspector observed the quality of staff's interactions with children.
- The inspector held a meeting with both registered individuals and the deputy manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to a selection of children during the inspection.

### Inspector

June Rice

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. There are high expectations for staff to have a first-class knowledge and understanding of how to keep children safe and protect them from harm. Risk assessments are well embedded and children are often included in risk assessing new equipment. This helps children to take measured risks as they become familiar with recognising possible hazards. Recruitment and vetting procedures are robust. Staff work exceptionally well as a team and are committed to providing quality learning experiences for all children. Leaders and managers actively seek the views of parents and children about the quality of care and learning they provide. Subsequent action plans for improvement are carefully monitored to help ensure continuous improvement. Following the last inspection, written permission is sought from parents to seek emergency medical treatment and/or advice.

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

Staff seek parents contributions when completing the progress check for children between the ages of two and three years. Staff recognise there is scope to refine the information they provide to parents to guide them in helping their children make even swifter progress. Teaching highly motivates children. They enjoy discovering how liquid affects solids and use descriptive words when talking about what is happening. Children enjoy counting for a purpose and problem solving. They describe the shell of an egg and its contents as they make pancakes. Children recall burying 'Wiggly worms' in the mud. They confidently use a range of tools to dig and scrape the soil, as they search for them. Children select and use magnifying tools to look at small insects. Children show a lot of enthusiasm for mark making. They talk about the patterns they are creating in the flour and make marks representing their names.

### Personal development, behaviour and welfare are outstanding

Staff know children and their families very well. They work closely with parents to help secure their children's regular attendance. Staff are dedicated to supporting children's move on to their next learning environment. Teachers are invited into the setting and staff share information about children's individual needs and abilities. Staff are excellent role models. They teach children to talk about how they are feeling and to cooperate with others. Children are confident learners in an environment that fully promotes their independence. They are involved in making decisions, such as what to include in the next menu. Children are adept at attending to their own personal needs. They put on suitable outdoor clothing after checking the weather. They use a mirror to check they have cleaned their nose properly and promptly dispose of the tissue. Children confidently use outdoor equipment and skilfully negotiate small walls and balancing beams.

### Outcomes for children are outstanding

Leaders, managers and staff give the utmost priority to helping children develop the key skills they need for school. Children leave the setting extremely well prepared for the next step in their education.

## Setting details

<b>Unique reference number</b>	EY430589
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	874551
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Little Oaks Day Nursery & Childcare Ltd
<b>Date of previous inspection</b>	10 November 2011
<b>Telephone number</b>	01302330899

Little Oaks Day Nursery & Childcare @ Carcroft was registered in 2011. It is one of two privately owned nurseries operated by Little Oaks Day Nursery & Childcare Ltd. The nursery employs 17 members of childcare staff. All of whom hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week between Christmas and the New Year. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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