

Little Oaks Day Nursery & Pre-School

16 Oakfield Road, Kingswood, Bristol, BS15 8NT



Inspection date

7 November 2016

Previous inspection date

26 September 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The quality of teaching is strong and children make good progress. Managers use funding well to support all children, including those learning English as an additional language. Staff provide a range of activities that really engage children's interest.
- Staff and managers use tracking effectively to monitor the progress of individual and groups of children. Assessment procedures help staff identify any gaps in children's progress. Staff are good at making effective changes which help children catch up.
- Managers and staff develop strong and meaningful relationships with parents and other professionals. This helps to provide a joined-up and effective approach to children's needs.
- Supervision and appraisal meetings help the manager to monitor staff performance effectively. She identifies training programmes which have a good impact on children. For example, since training to improve children's communication skills, staff have developed cosy spaces across the setting to encourage children to look at books.

It is not yet outstanding because:

- Some elements of the routine are not planned as well as possible to engage children's interest. Children sometimes become unsettled during the brief periods between activities.
- Staff do not always recognise opportunities that arise to fully extend and support children's early writing skills.

What the setting needs to do to improve further

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

- review and improve the organisation of some aspects of the daily routine to more fully engage children's interest as they wait for changes to activities
- make more consistent use of opportunities to support and extend children's early writing skills.

Inspection activities

- The inspector observed staff interaction with children across the setting.
- The inspector conducted a leadership and management discussion with the management team.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with children and parents and took their views into consideration.
- The inspector looked at documentation, including the safeguarding policy and children's learning journals.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have attended training to keep their knowledge up to date. They understand the signs and symptoms that may indicate concerns about a child's welfare. Managers evaluate the provision well and make effective changes. For example, children improve their skills in the garden on a new range of equipment that allows them to build and develop their own climbing courses. Managers and staff work well with other settings to ensure children's individual care and learning requirements are met. This is particularly effective for children who have special educational needs or disability. Managers and staff provide a positive platform from which children make consistently good progress.

Quality of teaching, learning and assessment is good

On the whole, staff use their qualifications and experience well to support children's developing understanding. For example, as children play a simple game with marbles staff use the opportunity to help children improve their understanding of numbers. Children get plenty of exercise and fresh air in the garden. They explore and investigate with enthusiasm. For example, children make potions with ice and soap and get really excited as they mix them together and observe the materials start to change. Staff are good at extending children's language and communication skills, and they help children express their thoughts and feelings. For example, children talk about their families and confidently share important news.

Personal development, behaviour and welfare are good

Children behave well and show kindness towards others. Staff have built very firm emotional attachments with their key children and see to their physical and emotional needs with care and consideration. For example, children wear suitable outdoor clothing and staff ensure that they remain warm and dry, even on really cold days. Children go to staff if they are uncomfortable or sad and instantly get the reassurance they need. Staff plan activities effectively with children's developmental needs in mind. For example, babies enjoy plenty of play experiences to explore their senses. They explore foam and become completely mesmerised by the activity.

Outcomes for children are good

Children are independent, enthusiastic and keen to take part. They serve themselves at lunchtime and enjoy foods and conversations which develop their understanding of healthy lifestyles. Children develop a love of learning that prepares them well as they move on to school.

Setting details

Unique reference number	EY435470
Local authority	South Gloucestershire
Inspection number	1059057
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	66
Number of children on roll	108
Name of registered person	Nurseries Southwest Ltd
Registered person unique reference number	RP901056
Date of previous inspection	26 September 2012
Telephone number	01179673649

Little Oaks Day Nursery and Pre-School registered in 2012. The setting opens each weekday from 7.30am to 6pm for 51 weeks of the year. There are 22 members of staff, including the manager. Of these, one holds a relevant qualification at level 4, 15 are qualified to level 3, and three hold qualifications at level 2. The setting receives funding to provide free early education to children aged three and four years.

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