

Little Oaks Day Nursery

Little Oaks Day Nursery, 412 Stafford Road, WOLVERHAMPTON, WV10 6AJ



Inspection date

16 December 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always implement and review strategies swiftly enough to reduce young children's patterns of unwanted behaviour.
- Staff do not consistently offer children high levels of challenge so that they move towards the next steps in their learning as quickly as possible.

It has the following strengths

- The management team analyses and reflects on the progress of individual and specific groups of children, and compares them across the nursery. This helps them to ensure the planning meets each child's needs and covers all aspects of their learning.
- There are effective procedures for helping children to settle in, so that they are quickly ready to learn. Staff gather information from parents about what their child can already do, their routines, interests and other special requirements before they start.
- Children's understanding of the natural world is promoted very well. Staff take the older children on nature walks on their visits to the local country park where they collect and talk about fir cones, twigs and leaves. Once back in the nursery, children explore their findings more closely and mix them with other materials such as shaving foam.
- Staff have developed links with school staff and the local authority advisers, including those who support children who have special educational needs or disabilities. These effective partnerships help staff to evaluate and build upon their practice to ensure children continue to make good progress. Parents are well informed about their child's learning and how the nursery operates.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

- | | Due Date |
|---|-----------------|
| ■ ensure that young children's behaviour is managed swiftly and in an appropriate way, taking account of their stage of development and their level of understanding. | 13/01/2017 |

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

- give children the challenge they need to consistently make the next steps in their learning as rapidly as possible.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the nursery deputy.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. There is an up-to-date child protection policy. Staff have a sound understanding of their role in the prevention or early identification of abuse and neglect. They have regular individual support meetings where they can discuss their future training requirements. Risk assessments are adequate and help staff to ensure children are kept safe and well throughout the session. Staff who work with the youngest children do not always implement and evaluate appropriate behaviour management strategies quickly enough to address some emerging patterns of unwanted behaviour. However, there are effective strategies for managing older children's behaviour which include positive reinforcement in order to promote their self-esteem. There is an effective complaints procedure in place to ensure any concerns or complaints are dealt with adequately.

Quality of teaching, learning and assessment is good

Staff support children very well to become active and independent learners. Toddlers play with the bubbly water using brushes, sponges, cloths, plastic spoons and plates. Children are taught how to use these utensils and try out new skills. Each child is praised for their attempts, thereby developing their self-confidence. Staff use commentary to extend children's understanding as they try to squeeze the water out of the cloth. This is one of the ways that children learn to develop the physical skills needed for early writing. Staff develop children's communication skills by introducing new vocabulary and by using questions that challenge children to think. They prepare children well for the next stage in their learning, such as school. However, staff do not regularly offer children high levels of challenge so that they move towards the next steps in their learning as swiftly as possible.

Personal development, behaviour and welfare require improvement

There are weaknesses in how younger children's behaviour and actions are managed in a way that is appropriate to their ages and stages of development. Despite this, the management team ensure that children are adequately supervised. Children form secure emotional attachments with their key person. Staff soothe children by gently patting their backs and singing to them as they go to sleep. The premises and equipment are organised to meet the needs of children. Staff provide children with nutritious and balanced snacks. Children have suitable opportunities to experience challenge and manage risks for themselves. They use the outdoor climbing apparatus, confidently climbing up the ladder and zooming down the slide and balancing on the vertically fixed car tyres.

Outcomes for children are good

All children make good progress. Babies investigate the sand with their hands and then crawl and sit in the sandpit to fully explore it with their whole body. Toddlers enjoy daily circle time where they are encouraged to listen, think and reason. They enjoy regular planned opportunities to develop their speech. Toddlers show real pleasure as they practise a range of tongue movements in a fun and relaxed way. Older children listen intently at story time and join in with the discussions about the characters in the book. Children have strong relationships with others and are confident individuals.

Setting details

Unique reference number	EY490032
Local authority	Wolverhampton
Inspection number	1079813
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	0 - 5
Total number of places	95
Number of children on roll	136
Name of registered person	GLM Early Years Limited
Registered person unique reference number	RP534651
Date of previous inspection	Not applicable
Telephone number	01902 781245

Little Oaks Day Nursery was registered in 2015 and is managed by a limited company. The nursery employs 26 members of childcare staff. Of these, one holds early years professional status and another two hold appropriate early years qualifications at level 5 and level 6. A further 17 members of staff hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2. The nursery opens from Monday to Friday and all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs or disabilities.

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.

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