

# Little Oaks Day Nursery

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



## Inspection date

5 September 2017

Previous inspection date

16 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 management team is highly qualified and ambitious. They successfully lead and inspire the large staff team to work together and develop their skills and knowledge. They lead well-targeted improvements, including a recent change to the range and organisation of resources within all playrooms. Further improvements are planned and include enhancement of the outdoor area.
- Children's curiosity to play and learn is inspired by the array of sensory and unusual resources that captures their imagination and drive to experiment. Children become absorbed in their self-chosen play and exploration. They learn how to use resources safely and how to play cooperatively.
- Extremely strong focus is given to developing positive partnerships with parents and carers. At times managers and staff go above and beyond expectations to provide additional individual support, particularly to vulnerable families and carers. The views and suggestions of parents, carers and children are actively sought and acted upon.
- Pre-school children are well prepared for school. Some of the most able children are challenged to make excellent progress, particularly in their literacy and mathematical skills. Staff make sure children benefit from an inclusive environment. As a result, children who have special educational needs and/or disabilities are supported to achieve the best possible outcomes.

### It is not yet outstanding because:

- Staff do not fully sharply focus on children's next steps in learning during activities so they are consistently supported to make rapid progress.

## What the setting needs to do to improve further

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

- focus even more sharply on children's next steps in learning during activities so they have greater opportunities to make consistently high rates of progress.

### Inspection activities

- The inspector observed children at play in all playrooms and the outdoor area. She assessed the quality of interactions between staff and children.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector held a number of discussions with the owner, management team and staff. She looked at relevant documentation and evidence of the suitability of persons working in the nursery.
- The inspector spoke to children during the inspection. She also spoke to parents and carers and took account of their views.

### Inspector

Christine Armstrong

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team undertakes rigorous recruitment, induction and ongoing checks to ensure that staff are suitable to work with children. High priority is given to making sure resources are safe and the environment is secure so that children are kept safe as they play. Managers and staff have a strong understanding of their roles and responsibilities with regard to children's protection. The management team places a strong focus on staff's professional development. Highly successful support, coaching and training for staff result in consistently strong teaching. The management team continually drives new ideas to improve teaching. Current initiatives include plans to create more opportunities for children to learn about and come into contact with much older people within the community. Partnership working with parents and other agencies is successful in making sure children who have special educational needs and/or disabilities receive any additional support they may need.

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

Staff focus strongly on supporting children's interests and encouraging them to initiate and take the lead in their play. Staff encourage pre-school children to make group decisions. Children cast their vote, compare their opinions and complete simple calculations to find the result of their votes. For example, children vote to name an imaginary character that they have created. Staff who work with children aged under three years spend their time playing alongside children. They model how resources can be used and help children to represent their own experiences in play. They help children to sustain their interest and develop a can-do attitude. Staff working with babies spend their time helping them to explore with their senses to discover the new things around them and the new things that they can do.

### Personal development, behaviour and welfare are good

Staff create a warm and welcoming environment for children, their families and visitors. Staff are sensitive and caring and give children all the support they need to feel safe and secure. Children demonstrate that they develop a strong sense of security and belonging. They settle well and make strong bonds with their key person, other staff and children. Children are happy as they play and they develop good social skills. Staff work effectively in partnership with parents to identify and meet children's individual care needs. Children have good opportunities to be active and play outdoors.

### Outcomes for children are good

Children, including those who have special educational needs and/or disabilities, make good and, in some instances, better than good progress. All children show high levels of energy and fascination. They are motivated learners who develop good levels of confidence and independence. Children become competent communicators, including those who speak English as an additional language. Some pre-school children confidently recognise an increasing number of familiar written words.

## Setting details

<b>Unique reference number</b>	EY490032
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	1080901
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 55
<b>Total number of places</b>	107
<b>Number of children on roll</b>	144
<b>Name of registered person</b>	GLM Early Years Limited
<b>Registered person unique reference number</b>	RP534651
<b>Date of previous inspection</b>	16 December 2016
<b>Telephone number</b>	01902 781245

Little Oaks Day Nursery registered in 2015. The nursery employs 28 members of childcare staff. Of these, one holds early years professional status, four hold appropriate early years qualifications at level 6, and 22 hold level 3. 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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