

# Little Oaks Day Nursery

East Kent Hospitals NHS Trust, Kent & Canterbury Hospital, Ethelbert Road,  
CANTERBURY, Kent, CT1 3NG



## Inspection date

24 April 2018

Previous inspection date

15 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff know the individual children well. They support children to understand and be proud of their individual differences, such as where different languages are spoken at home. This helps children to feel valued and respected.
- Partnerships with parents are good. Parents appreciate the good exchange of information about their child's care and learning. They feel staff carefully listen and follow any individual information given about their child's needs, such as food allergies.
- Children's behaviour is good. Staff work together with parents and children, and consistently use age-appropriate methods to support children's behaviour and help them to share resources.
- Staff use observations and assessment successfully to monitor children's development and plan interesting activities. Children make good progress in their learning.
- The manager and staff work well as a team and regularly review their practice to improve the quality and outcomes for the children.

### It is not yet outstanding because:

- Staff on occasions, miss opportunities to support children to extend their thinking skills during their play and group activities.
- Staff do not consistently consider all children's ages and level of understanding during group activities. At times, activities last too long, are too complicated and some children become restless and disinterested, distracting them from their learning.

## What the setting needs to do to improve further

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

- create more opportunities to extend children's thinking skills during group activities and their own play
- review and improve some group activities to ensure all children are fully engaged, taking their individual needs and stage of development into account.

### Inspection activities

- The inspector observed activities, and the quality of interactions and teaching indoors and outdoors.
- The inspector sampled a range of documentation, including key policies and procedures, for example, safeguarding and children's development records.
- The inspector took account of parents' views through discussions.
- The inspector spoke to the manager, nominated person, members of staff and children at appropriate times during the inspection.
- The inspector and manager observed and discussed a planned activity together. She held meetings with the manager in relation to observations of children's play and learning, and progress since the previous inspection.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are aware of safeguarding procedures to follow should they have concerns about a child's welfare. They are aware of the need to report any serious accidents and complete risk assessments to reduce any minor hazards to the children. Staff supervise the children well and ensure they are safe and secure. The manager completes thorough recruitment procedures to help ensure staff's suitability to work with children. She continues to assess their suitability through regular meetings that support their knowledge, develop their skills and identify training needs. Partnerships with other settings the children attend are good, allowing for good communication and continuity of care and learning. The manager undertakes effective self-evaluation and actively seeks the views of staff, children and parents about any improvements. For example, at the request of a parent, letters and the sounds they represent are taught earlier to the older children as appropriate to their needs.

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

Staff skilfully use their understanding of how young children learn to plan a wide range of stimulating activities that children enjoy. For instance, staff provide a wide range of opportunities for babies to explore sensory materials, such as different types of cereals. Staff skilfully help children to develop their physical skills. Babies climb safely using low-level equipment, and use pots and their hands to scoop cereals. Older children learn how to pedal bicycles and carefully negotiate around other children as they run when playing 'What's the time Mr Wolf'. The manager skilfully tracks and analyses children's progress and areas of learning thoroughly. She identifies any gaps in their learning and if staff training is required, such as training to help staff understand boys' behaviour and to encourage different styles of learning to support their development further.

### Personal development, behaviour and welfare are good

Staff have a good relationship with children and are caring and attentive to their individual care needs. Children are happy, secure and settle quickly. Babies form secure attachments with the nurturing staff. Staff provide a wide range of activities that helps children to develop their awareness of different cultures. For example, children learn to count in the home languages of the children attending, developing their self-esteem and helping children to understand their differences and similarities. Regular and meaningful praise by staff ensures the children feel good about themselves. Staff are safety conscious and help children to learn to keep themselves safe. For instance, they remind children how to use scissors safely.

### Outcomes for children are good

Babies are curious and keen to develop their understanding of the world as they confidently investigate their environment. Children use the stimulating outdoor areas and equipment to inspire role play. They confidently express their imaginative ideas as they, for instance, make 'potions' in the 'mud kitchen'. Children develop the necessary skills for the next stage in their learning and for school, such as recognising their written names.

## Setting details

<b>Unique reference number</b>	EY449585
<b>Local authority</b>	Kent
<b>Inspection number</b>	1062757
<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 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Little Oaks Canterbury Limited
<b>Registered person unique reference number</b>	RP531751
<b>Date of previous inspection</b>	15 July 2013
<b>Telephone number</b>	01303850203

Little Oaks Day Nursery registered in 2012. It operates in a building in the NHS hospital grounds of the Kent and Canterbury Hospital in Canterbury, Kent. The nursery is open each weekday from 7am to 6pm, for 51 weeks of the year. The provision also operates a holiday scheme for children of primary school age during every school holiday. The nursery employs 22 staff and all staff, including the manager, hold appropriate early years qualifications. The provider has early years professional status and two staff have qualifications to level 5. The provider receives funding to provide free early education for children aged two, three and four years.

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