

Little Stars at the Oaks

The Oaks Child and Family Centre, St Peters Church, Richmond Street,
Accrington, Lancashire BB5 0SJ



Inspection date	15 January 2019
Previous inspection date	17 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 nursery is led and managed by a skilled and knowledgeable management team. The nursery manager is passionate and committed. There is a strong focus on the continued improvement of the nursery and raising outcomes for children. Reflective practice is well-embedded within the staff team who, along with the views of parents, children and other professionals, contribute to improvement plans.
- Partnership working at this nursery is exemplary. The manager and staff work tirelessly to understand and meet the needs of the children and their families. They provide excellent support and effectively build and maintain very close working relationships. Parents are heavily involved in their children's learning. They are highly valued as their children's first educator and widely encouraged to contribute to their learning within nursery and at home.
- Support for children who speak English as an additional language is excellent. Children benefit from the multi-lingual staff team who provide a wealth of opportunity for children to play and learn in their home language. Displays around the nursery accommodate the various languages spoken by the children and families, with translated labels and documents to ensure an inclusive environment.
- Staff manage children's behaviour very well. They are calm and positive in their approach and help children to understand the expectations of their behaviour. Children are caring and reassuring towards those who are unsettled, showing wonderful empathy for their peers.
- Diversity is seamlessly embedded into everyday play. Staff create a learning environment that mirrors the broad diversity of the children attending, fostering feelings of self-worth and an understanding and respect of others.
- There is scope to enhance the monitoring of practice to provide even more rigorous evaluations of staff teaching.
- Occasionally, group activities lack purpose, meaning that some children are not fully engaged in their learning.

What the setting needs to do to improve further

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

- devise even better systems of performance management, that helps raise the quality of teaching of all staff, to an outstanding level
- develop the organisation of group sessions so there are clear learning intentions that help all children remain highly engaged in their learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a firm understanding of the procedures to follow should they have any concerns about a child's welfare. They receive regular safeguarding training to support them in their roles. Risks are identified and minimised effectively so that children can play in a safe environment, and a record of all accidents is maintained. Staff are highly valued and receive good support and guidance from the manager. They participate in regular meetings, supervision and appraisals. Staff are encouraged to undertake regular training to maintain their teaching skills. Children's progress is monitored closely. The manager is able to identify any emerging gaps in children's learning and implement support where necessary. Additional funding is used successfully to support children to achieve their full potential.

Quality of teaching, learning and assessment is good

Staff are well qualified and accurately assess children's achievements. They use their good knowledge of the children along with information from parents to inform planning to help children reach the next steps in their learning. Children enjoy the time they spend at nursery. They enjoy taking part in planned activities as well as following their own ideas and choosing from the wide range of available resources. Staff join in sensitively with children's play, asking well-posed questions linked to children's own ideas and explorations. For example, staff demonstrate how to use a tape measure the children have found and then set challenges for the children to put their new skills and knowledge into practice. Staff ask, 'Who do you think is taller? How can we find out?'

Personal development, behaviour and welfare are good

Staff warmly welcome children and their families into the nursery. Children confidently leave their parents and carers and quickly settle in to play. They benefit from strong emotional attachments with their key person and the staff they regularly see, helping to promote their confidence and emotional well-being. Children enjoy healthy choices from the snack menu, which is carefully planned by staff to include balanced and nutritious options. Children have daily access to the outdoors where they can enjoy fresh air and exercise and a large hall upstairs where they enjoy movement, dance and exercise sessions.

Outcomes for children are good

All children make good progress, including funded children, those who speak English as an additional language and children who have emerging needs. Older children know initial letter sounds and use good listening and attention skills as they take part in phonics sessions. Children are widely independent from a young age. They wash their plates and cups after snack and help to tidy away at the end of the session. Children are confident, motivated learners. They are keen to join in and show good levels of engagement as they play. Children develop the necessary skills that they need in preparation for school.

Setting details

Unique reference number	EY482812
Local authority	Lancashire
Inspection number	10064198
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	62
Name of registered person	Adventure Hyndburn Ltd
Registered person unique reference number	RP523296
Date of previous inspection	17 December 2015
Telephone number	01254 879387

Little Stars at the Oaks registered in 2014. Morning sessions are from 9am to midday and afternoon sessions are from 1pm to 4pm during term time only. In total, five staff work at the nursery, all of whom hold relevant qualifications. The nursery receives funding to provide free early education for two-, three-, and four-year-old children.

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