

Oaks Day Nursery

The Willows, Hilda May Avenue, Swanley, Kent BR8 7BT



Inspection date	24 January 2019
Previous inspection date	17 March 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff support children exceptionally well to enable them to develop strong attachments and to feel secure in the setting. They follow highly effective settling-in procedures which encourage children to develop confidence and leave their parents with ease. The manager has implemented robust key-person systems which staff use successfully to ensure children benefit from high levels of continuity.
- Staff establish exceedingly strong partnerships with parents. They offer parents a wealth of opportunities to support children's learning at home and greatly encourage their participation within the setting. For example, parents regularly join in with sessions and find out about how children learn. Parents eagerly contribute information to help key persons accurately assess children's progress.
- Children, including those who speak English as an additional language and those with special educational needs, progress very well from their starting points. Where gaps occur, prompt and effective action is taken, and children quickly progress towards the typical outcomes for their ages. Children develop particularly well in speaking and confidence.
- The manager precisely monitors the meticulous assessments the staff make of children's progress. She makes extremely effective use of the information to improve the outcomes for children. For example, after noticing children were making slower progress when learning about shape and space, she took highly effective action to improve the way this area of learning is promoted and taught.
- Staff cleverly ensure that children become confident, self-assured and independent. They empower them to try things by themselves and to take risks. For example, when children build dens, they lift and manoeuvre planks of wood, tie knots in rope and learn how to do all this safely.

What the setting needs to do to improve further

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

- allow children even more opportunities to see and hear different languages represented within the setting.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and staff planning documentation, and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager and staff all exude confidence in their understanding of how to recognise when a child's welfare is at risk. They know precisely what to do if a concern arises. The manager works in extremely close partnership with other professionals to ensure children and families receive the support they need to be safe and healthy, and for children to develop well. The manager has made extensive changes following rigorous and insightful evaluations of practice. These include providing the well-qualified staff with excellent support and cleverly targeted training to build on their teaching skills. She has helped them to focus strongly on each child as an individual and to plan meticulously to meet children's differing needs and learning styles.

Quality of teaching, learning and assessment is outstanding

Staff consistently use their exceptional teaching skills to challenge children. They use extremely well-worded questions to set children problems and give them freedom to fully consider their ideas. For example, when children dug holes to bury balls in, they considered and tested out different ways to identify where the balls were hidden once covered. Staff interact skilfully in children's play to promote learning. For example, when children explored tyres, staff introduced mathematical concepts. They challenged children to see how many of them could fit in a tyre and to consider how much space was available. Staff promote equality extremely well. For example, all children and their families learn ways to communicate without words. Children share aspects of their home cultures and learn about the wider world, but staff do not widely represent children's home languages throughout the setting.

Personal development, behaviour and welfare are outstanding

Staff provide a highly stimulating environment which is designed with great sensitivity to meet children's differing emotional needs. For example, they have carefully considered how to make quiet, safe areas for children to go to if they need some peace. Staff teach children exceedingly well to interact well together and to be thoughtful to others. Toddlers happily engage together in play, and older children show empathy. For example, they help their friends to get up from the floor if they fall over. Staff support children with great care when it is time for them to move on to other settings, such as school. For instance, they provide great opportunities for children to practise routines they will follow at school in a manner which is consistent with that of the local school.

Outcomes for children are outstanding

Children of all ages engage deeply in their play and explore with great intent. For example, younger children worked out what happened when they dropped shredded paper and compared this with the way sand falls. They use their active imaginations to use one item to represent another. For example, they made up sounds and actions as they pretended that pegs were crabs. Older children engage with equal intent and show a great deal of skill that will help them in their future learning. For example, they cleverly worked out how many toy animals they could hide in jugs filled with oats and compared amounts using mathematical language. They showed their developing writing skills as they made chalk pictures on the ground that they then moved programmable toys along.

Setting details

Unique reference number	EY273447
Local authority	Kent
Inspection number	10060572
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	69
Name of registered person	Kent County Council
Registered person unique reference number	RP528588
Date of previous inspection	17 March 2015
Telephone number	03000413400

Oaks Day Nursery registered in 2004. It offers care from 8am until 6pm from Monday to Friday, for 51 weeks a year. The nursery employs 13 members of staff. Of these, 10 hold appropriate early years qualifications, including one member of staff who holds qualified teacher status and one who holds early years professional status.

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