

<b>Inspection date</b>	20 February 2019
Previous inspection date	12 November 2015

<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 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

- Well-qualified staff demonstrate good teaching skills. They place a strong emphasis on promoting children's communication and language. For instance, staff use visual cues, sign language and skilful questions. This helps to accelerate children's communication and language development further.
- Managers have high aspirations for the future and they are committed to making continual improvements. The whole staff team share this passion and enthusiasm. Managers seek the views of parents, for example through questionnaires. Parents speak highly of the setting and comment that they are really pleased with their children's progress and that the children love to come.
- Staff know children and their families exceptionally well. They offer home visits prior to children starting. This helps staff and families to build strong relationships from the outset. Children demonstrate secure attachments with their key person. They confidently enter the nursery and show that they are happy and settled throughout the session.
- Staff complete accurate assessments of children's learning and they have an excellent understanding of what children need to learn next. Parents are involved in the assessment process from the very beginning and they are well informed of children's progress. Staff support parents to extend children's learning further. For example, they provide children with mini projects and tasks to complete at home.
- Managers offer staff regular supervisory sessions where they discuss overall practice. However, to help raise the quality of the staff's teaching to an outstanding level, the systems used for monitoring and evaluating teaching should be more sharply targeted.
- Staff could do more to help further enhance younger children's awareness of similarities and differences between themselves and others, and their understanding of the wider world.

## What the setting needs to do to improve further

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

- enhance systems that monitor staff's performance to help to provide more targeted support and help staff to develop their teaching skills to an even higher level
- provide opportunities for younger children to further enhance their understanding of similarities and differences between themselves and others, and extend their knowledge of the wider world even more.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed planned activities and jointly evaluated the teaching with the deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She held a meeting with a local authority adviser.
- The inspector held meetings with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and viewed written feedback. She took account of their views.

#### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have an excellent understanding of their role in protecting children from harm. They have an in-depth knowledge of the signs and symptoms of abuse and child protection procedures. All staff hold a paediatric first-aid qualification and they supervise children well at all times. This helps to keep children safe. Managers use effective systems to monitor and track children's progress and identify any gaps in children's learning quickly. They put effective strategies in place and engage external agencies to support children's learning, if required. Staff encourage all children to reach their full potential and any achievement gaps are narrowing. Staff have recently accessed training to implement early intervention screening. This has a positive impact on children's outcomes, such as for their communication and language development.

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

Younger children delight as they explore sensory experiences, such as playing with cold mashed potato. They use their hands and become engrossed as they squeeze and pat the mixture. This helps to strengthen children's finger and hand muscles and supports their developing concentration. Staff explore alongside children. They model clear, appropriate language such as 'squash' and 'pat'. Children confidently repeat the words that they hear. This helps to extend their vocabulary further. Staff engage two-year-old children in small-group sessions. For example, children listen to a range of sounds such as animal noises. They choose from pictures that they think match the sound on an interactive whiteboard. Children listen intently and use the board confidently to make their choice. This helps to promote children's understanding of technology as well as supporting their listening and attention skills. Staff provide three-year-old children with paintbrushes and paint. They talk to children as they explore and they help to challenge and extend their learning further. For example, staff show children what happens when they mix colours together. Children are interested and motivated to discover and find out more.

### Personal development, behaviour and welfare are good

Staff teach children how to make 'good choices' throughout the day, such as helping others and taking turns. They use pictures to help children to explore and express their feelings. This helps to promote children's positive behaviour effectively. Children have many opportunities to be physically active. For example, older children confidently move around on bicycles, and younger children enjoy climbing on soft-play blocks. This helps to promote children's good health and physical well-being.

### Outcomes for children are good

All children make good progress. Children are developing the skills required for school. For example, three-year-old children find their name cards before sitting down for lunch. Children enjoy practising their independence. For instance, two- and three-year-old children capably manage their outdoor clothing and they help to serve meals and drinks.

## Setting details

<b>Unique reference number</b>	EY481525
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10066463
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	55
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Oakley, Lisa Karen
<b>Registered person unique reference number</b>	RP516430
<b>Date of previous inspection</b>	12 November 2015
<b>Telephone number</b>	0161 775 0234

Little Oaks registered in 2014. The nursery employs 11 members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 6, one member of staff holds an appropriate early years qualification at level 4, five at level 3 and two at level 2. Two members of staff are unqualified. 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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