

# Little Oaks Fledglings

Maytree Lodge, 41 Roman Bank, Spalding PE12 6EX



<b>Inspection date</b>	20 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Leaders and staff are highly committed to offering a quality service to the children and their families. They have a clear vision of what they want to achieve, and what they need to do to provide the best possible outcomes for all children.
- Toddlers thrive in a well-resourced and stimulating environment. Staff's interactions with them are very positive. As a result, the toddlers are motivated in their play and are active learners.
- Staff are very caring and support all children's emotional well-being effectively. Babies settle quickly and are familiar with routines. Toddlers behave well and demonstrate good manners.
- Staff monitor and track children's progress effectively. They carry out regular observations of children during play and use these to identify the next steps in their learning. For example, staff quickly take action to narrow any gaps in children's learning. Overall, all the children make good progress from their different starting points.
- All new staff receive induction training to help them to understand their roles and responsibilities. However, this is not sharply focused enough on developing their secure understanding of effective nappy changing procedures.
- On occasions, staff in the baby room do not make the most of all learning opportunities that arise, to support babies' ongoing good progress.

## What the setting needs to do to improve further

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

- enhance the programme of induction for all new staff, particularly in relation to developing their understanding of how to follow effective nappy changing procedures
- make the most of all learning opportunities to help to continue to support babies so that they make the best possible progress.

### 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 spoke with staff and children during the inspection.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are knowledgeable about the procedures they must follow should they have a concern about a child in their care. They complete regular training to keep their knowledge updated about wider aspects of child protection. The provider and her manager have a good overview of the nursery. They monitor and develop the knowledge and skills of the existing staff team well. Furthermore, they engage with parents, staff and children to reflect on their practice and take action to make improvements. Parents' comments about the quality of the service are positive.

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

The well-qualified staff team has a positive impact on children's learning. Staff are enthusiastic about their work. They encourage babies to explore with messy play. Babies enthusiastically make marks using sponges and paint. Staff model language well to support babies' communication and language development. Babies babble and make sounds. Staff positively interact with the toddlers and quickly build on their interests during outside play. They help the toddlers to develop their range of vocabulary. Staff sing number rhymes and help the toddlers to name the colour of the toy ducks. Toddlers extend their own learning. They initiate their own hide and seek game with the toy ducks and invite the adults into their game. Staff skilfully guide the toddlers in their play. Toddlers show immense enjoyment and good social skills, and they demonstrate good levels of understanding and concentration during the activity.

### Personal development, behaviour and welfare are good

There are effective arrangements in place to gather information from parents before children start attending. The key person uses this information to plan activities that children are interested in, to help them settle quickly. Staff regularly share information with parents to keep them updated about their child's development. Staff are attentive and nurturing to babies' individual needs and routines. Toddlers confidently seek out adults and invite them into their play. The behaviour of all children is good and staff help to raise children's self-esteem effectively. Toddlers particularly enjoy playing outside in the fresh air. They develop their physical skills well. They construct towers with soft bricks confidently, and correctly hold and use pencils to make marks on paper. Babies and toddlers settle to sleep readily and wake happily.

### Outcomes for children are good

All children are working within the expected levels of development for their age and in relation to their starting points. Babies are curious and confidently explore their play environment. They practise their physical skills. For example, they freely climb on low-level climbing apparatus and independently turn the pages of hard-backed books. Toddlers develop a wide range of skills, in preparation for the next stage of their learning. They develop an understanding of number and mathematical language. Toddlers fill and empty containers with dried rice and say, 'one more' and 'empty'. Babies and toddlers are happy, settle quickly and grow in confidence. They are motivated to learn new skills.

## Setting details

<b>Unique reference number</b>	EY541604
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10080030
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	42
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Holmes, Kathryn
<b>Registered person unique reference number</b>	RP904275
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01775 762084

Little Oaks Fledglings registered in 2018. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, five hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The nursery opens Monday to Friday all year round except for two weeks between Christmas and New Year and all bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

