

Inspection of Little Oaks Two

St Margaret's Parish Rooms, Church Road, Penn, Buckinghamshire HP10 8EG

Inspection date: 10 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are happy to attend the nursery. They benefit from a wide variety of learning opportunities that staff plan to help them to achieve the next steps in their development. For example, staff identify that children need support to develop their hand muscles in preparation for early writing. They plan a range of opportunities for children to practise handling tools, such as paintbrushes, scissors, tongs and pipettes. Children enjoy exploring these in their play, for example when they cut herbs to put into their potions.

Children demonstrate positive attitudes to learning. Staff notice that children are interested in sending thank you cards to their family after Christmas. Children concentrate well as they write cards, sticking stamps on them so that they are ready to send. Staff take children on a walk to the local post box to post their cards. They teach children how to keep themselves safe, for instance by learning how to make sure that it is safe to cross the road.

Children behave well. They listen carefully and show a keen interest during group activity times, such as story time, singing and dancing.

What does the early years setting do well and what does it need to do better?

- Managers have a positive attitude to continual improvement. This is demonstrated when they reflect on their practice with staff. They identify what they do well and areas for development. Managers have arrangements in place to support staff performance, such as through supervision meetings and peer observations. They ensure that staff have access to appropriate professional development opportunities. However, at times, monitoring of the impact of professional development on staff subject knowledge is not fully effective.
- Staff develop strong links with other settings. For example, they visit other nurseries to share best practice. They develop positive relationships with staff at schools that children transfer to. This helps to ensure a smooth transition for children when the time comes. Staff work closely with their colleagues in their partner setting. This is illustrated when they plan transition visits before children move from one setting to the next. Children have an opportunity to meet their new key person. Staff also share information about children's learning and care needs.
- Staff help children to develop a love of books. This is illustrated when they read stories to children. Staff dress up as the witch from 'Room on the Broom'. They use props effectively to retell the story. Children demonstrate positive attitudes and become absorbed in their learning. Staff teach children the meaning of new words, such as 'magnificent', as they listen to the story. Staff help parents to support their children's learning at home well. For instance, families have regular

opportunities to borrow books from the nursery library.

- Children behave well and staff promote their positive behaviour effectively. For example, staff set clear expectations during group times and reinforce these in an encouraging manner. They use phrases such as, 'Wait for your turn to shine!' to encourage children to take turns to talk in a small group. Staff use singing well at routine times of day. This helps children to prepare for the next activity in a calm manner.
- Staff teach children the skills that they need to help them become successful independent learners. For example, at snack time, they teach them to butter their own cracker and cut their own fruit. At forest school activities, children learn to manage risks, for instance when they learn to climb trees and toast marshmallows safely on the fire.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff keep their safeguarding knowledge up to date. For instance, they test staff knowledge regularly through safeguarding quizzes. All staff have a strong understanding of how to deal with concerns about children's welfare. They are familiar with local multi-agency safeguarding arrangements. They have a good understanding of the signs and symptoms that may indicate that children are at risk of harm. Staff teach children how to keep themselves safe effectively. For example, during forest school activities, they teach children rules and boundaries for using tools and equipment.

What does the setting need to do to improve?

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

- improve monitoring of staff practice to ensure that professional development is fully effective in improving staff knowledge and raises the quality of teaching to the highest level

Setting details

Unique reference number	EY455636
Local authority	Buckinghamshire
Inspection number	10108836
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	3 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Little Oaks Nurseries Ltd
Registered person unique reference number	RP532114
Telephone number	01494 815413
Date of previous inspection	14 May 2013

Information about this early years setting

Little Oaks Two is one of three privately owned nurseries. It registered originally in 2003 and re-registered in 2012. The nursery operates from St Margaret's parish rooms in Tyler's Green, High Wycombe, Buckinghamshire. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It opens during term time on Monday, Tuesday and Thursday from 9am to 3.15pm. On Friday, it opens from 9am to 1pm. The nursery is closed on Wednesday. The nursery employs ten staff. Of these, three staff hold qualifications at level 6 and four staff hold qualifications at level 3.

Information about this inspection

Inspector
Lisa Dailey

Inspection activities

- The inspector went on a learning walk with managers. She discussed staff support, professional development and self-evaluation. She looked at relevant documentation and evidence of staff suitability.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents on the day of the inspection and considered their views.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020