

# Inspection of Little Oaks Sandgate

Coolinge Lane, Folkestone, Kent CT20 3QU

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Inspection date: 26 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy the time they spend in the nursery. They are happy and extremely well behaved. Babies and toddlers benefit from the very warm and caring interaction of staff. They develop good social skills for their ages and begin to recognise the needs of others, for example passing toys to other children. Two-year-old children use the skills they have developed to play very cooperatively with others. They have great fun as they take part in regular singing sessions. They know the words to a large number of songs and very enthusiastically join in, playing instruments and dancing.

The older children are very independent learners. They concentrate well as they play, recalling things they have learned and practised to consider how to solve problems. For example, a large group of children worked very well together to create a complex train track in the sand pit. They reasoned, negotiated and tested out their ideas to overcome the difficulties in laying a track flat on the uneven surface. Staff working with the older children teach them skills to undertake research. Staff build very successfully on children's interests to provide information from books and safe internet sites, to extend their knowledge.

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

- Leadership is strong and there are good arrangements to support staff. The manager has implemented a robust induction programme to make sure that staff gain a thorough knowledge of their role during their probation period. Staff attend training to gain relevant qualifications or to update their knowledge. For example, they have recently completed training that has enabled them to implement new systems for planning activities. Apprentices receive the direction and opportunities they need to complete the requirements of their coursework.
- Staff provide activities that engage children's interests and promote all areas of their learning. Communication is promoted particularly well. All staff talk to children using clear language and introducing new vocabulary. There are lots of opportunities for children to develop their physical skills. They make good use of their outdoor play areas to engage in active play and develop their strength and coordination. Children also benefit from regular outings to explore the local area. Babies go out for walks in buggies and older children have opportunities to experience forest school and beach school sessions.
- Creativity is promoted extremely well. Children make good use of the well-presented resources to engage in elaborate role-play games with their friends. Children of all ages regularly explore art and craft materials. Staff teach children a variety of artistic techniques which the oldest children use to produce highly individual artwork. For example, children who independently choose to use water colour paints are careful to wash their brushes between each colour. They

are fully focused as they produce detailed pictures.

- Staff have a precise knowledge of the activities that their key children enjoy and of their individual learning needs. There are secure arrangements to ensure that any restrictions resulting from medical, dietary or cultural issues are respected. However, information about children's background and heritage is not always explored as effectively as possible. Children learn about a broad range of cultural events, but these are not targeted well to reflect the family backgrounds of those taking part.
- Overall, the organisation of the environment is very effective in promoting children's learning and enjoyment. Hygiene arrangements are robust, and children learn the importance of regular handwashing. However, nappy changing arrangements, particularly for two-year-old children, do not offer a great deal of privacy. This does not support staff in their aims to teach children about body safety and ownership of their bodies.
- Partnerships with parents and other professionals are good. Parents are very happy with the care their children receive and with the communication from staff. They comment on the lengths that staff go to in order to ensure children's emotional well-being. This includes revising key-person arrangements when children form a natural bond with another staff member. The care of children with special educational needs and/or disabilities is highly coordinated. In addition, staff share information with schoolteachers when children are preparing to move on in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The arrangements to recruit staff, including suitability checking, are robust. All staff receive regular training to ensure that they have an up-to-date knowledge of safeguarding matters. They have a good awareness of the signs that may indicate a child is at risk of harm, including the risks associated with extremist views and beliefs. The manager regularly checks to ensure that staff are aware of the procedure for referring any concerns about children's welfare or about the behaviour of colleagues.

## What does the setting need to do to improve?

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

- strengthen arrangements to gather and use information from parents about children's background and heritage to be able to reflect these positively and enhance children self-identity
- review and improve the arrangements for nappy changing to offer children greater privacy.

## Setting details

<b>Unique reference number</b>	2532827
<b>Local authority</b>	Kent
<b>Inspection number</b>	10208511
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Little Oaks Early Years Limited
<b>Registered person unique reference number</b>	RP519609
<b>Telephone number</b>	07747620444
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Oaks Sandgate registered in 2019 and is situated in Folkestone. It operates from 7.30am to 6.30pm Monday to Friday throughout the year. There are 18 members of staff, 13 of whom hold relevant qualifications. The manager has a qualification at level 5. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Liz Caluori

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a tour of the nursery and discussed the educational plans in place.
- The inspector observed the interaction of staff and children during a range of activities, indoors and outdoors.
- The inspector spoke to the manager, staff and children during the inspection.
- A range of relevant documentation was scrutinised and the views of parents were taken into account.

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.

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