

Inspection of Little Oaks Day Nursery

Little Oaks Day Nursery, 412 Stafford Road, WOLVERHAMPTON WV10 6AJ

Inspection date: 10 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children play in a stimulating environment and demonstrate high levels of concentration and involvement. They are happy and settled. Their emotional security is initially addressed well with a planned settling-in period that is agreed with parents in accordance with their child's needs. Children happily separate from their parents on arrival. Staff include the older children in planning activities, which helps to boost their self-confidence through sharing their ideas. Children develop independence. This includes managing their own hygiene and personal needs. Staff support children in making independent, spontaneous decisions about their play.

Staff observe and assess children and ensure that their learning builds successfully on what they already know and can do. Staff work effectively with parents to ensure that children with special educational needs and/or disabilities receive the additional support that they may need.

Children behave well and play cooperatively. Their attitude to learning is very positive. Older children demonstrate that they relish the activities available each day and thoroughly enjoy talking about what they have been doing. Children are thoughtful towards their peers and involve their friends in their play. Older children talk confidently with staff and with their friends while they explore the resources that are available to them.

Physical activity plays a large part in a child's day. The outdoor play environment provides a wide range of play experiences. Children play safely in various outdoor areas that have been created for their different stages of development. Staff are fully aware of children's different dietary needs. Lunchtime is a social event and children happily chat to each other. They talk about their meal tasting 'yummy'. Older children independently serve their meal and are proud that they can cut up their food.

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

- Staff initially obtain information from parents about their child's interests and stage of development. They then use their assessments and information from parents to ensure that children are consistently challenged to reach the next stage in their learning. Children develop very good skills that help them to be ready for the move on to the next stage in their education.
- Children make very good progress in their communication and language development. Staff are alert to babies' non-verbal communication. Teaching strategies are effective in supporting very young children as they progress from saying single words to putting words together to form short sentences.
- Children who are learning to speak English as an additional language are

supported in using their home languages. Staff play games with children that promote listening skills. They play sound lotto and children listen intently to different sounds and shout out if they have the corresponding pictures.

- Children enjoy looking at books and listening to stories. Staff encourage very young children's interest by handing out laminated pictures that represent different parts of the story. They challenge the children to match the picture they are holding when they can see the picture in the book.
- Babies make marks in flour with their fingers and with tools such as brushes and rollers provided for them in a large tray on the floor. Staff provide some of the very young children with small pieces of paper on a low-level table to make marks with wax crayons. However, they do not consider ways to support these children to develop control of their large-muscle movements while mark making, to help them to develop manipulative skills that lead on to gaining pencil control.
- Staff encourage two-year-old children to talk about their drawings. Some say that they are drawing members of their families. Staff support mathematical learning as they ask the children to compare the sizes of the crayons and talk about shapes and colours. Children create circular shapes and say proudly that they have made a 'big circle'.
- Resources that support children's sensory exploration are available in all playrooms. However, some staff do not make the most of these or fully support younger children to independently explore and investigate different textures and materials.
- Staff promote equality and diversity throughout the nursery. They support children's awareness of differences, and photos throughout the nursery reflect different families. This encourages discussion between children and staff and builds children's awareness of how families may differ from their own.
- Parents share positive views about the provision. They say that staff are very approachable and keep them well informed. Parents do not identify any areas where they think the provision could be improved. They comment on how they work together with staff, for example, in helping their child to learn a letter and number of the week.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. The provider makes sure that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors. Required records are kept and policies and procedures are appropriately implemented. Procedures for recruitment, selection and induction are robust so that staff have the required skills to ensure the best outcomes for children.

What does the setting need to do to improve?

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

- extend staff's practice for linking the development of young children's large-muscle movements with their developing fine motor skills and pencil control
- make the most of resources in all playrooms that support children's independent sensory exploration and investigation.

Setting details

Unique reference number	EY490032
Local authority	Wolverhampton
Inspection number	10221284
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 at time of inspection	0 to 5
Total number of places	155
Number of children on roll	233
Name of registered person	GLM Early Years Limited
Registered person unique reference number	RP534651
Telephone number	01902 781245
Date of previous inspection	5 September 2017

Information about this early years setting

Little Oaks Day Nursery registered in 2015. The nursery employs 34 members of childcare staff. Of these, 31 hold early years qualifications from level 2 to level 6. 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.

Information about this inspection

Inspectors

Jan Burnet
Tracey Boland

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the nursery.
- The nominated individual, the manager and the inspectors had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the nominated individual about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- The inspectors carried out joint observations of activities with the nominated individual and the manager.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors talked with children and staff at appropriate times during the inspection.
- The inspectors spoke to several parents during the inspection and took account of 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.

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