

Inspection of Little Oaks Margate

Queen Elizabeth The Queen Mother Hospital, St Peters Road, Margate, Kent CT9 4AN

Inspection date: 25 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

As children arrive at the nursery, they receive a warm welcome from the caring and energetic staff. They are happy and confident to separate from their parents and carers. For instance, children say goodbye in the foyer as they are greeted by their key person, who shares a 'special handshake' with them. Children quickly engage with their learning.

Children demonstrate that they feel safe and secure at the nursery. For example, staff share age-appropriate stories and video clips during circle time, to support children to understand sensitive issues about their bodies and privacy. Children develop a good understanding of appropriate language to help to keep them safe.

Children's behaviour is good across the nursery. They demonstrate a clear understanding of why rules are in place. For instance, during free play, children share and take turns as they work cooperatively to spin a 'bodyboard'. They remind each other of the rules. Children have positive attitudes to learning as they successfully manage risk.

Children make good progress with their learning and development. Staff have high expectations for all children, including those with special educational needs/and or disabilities. For example, staff work with specialist teachers to provide personalised support, and they purchase resources which ensure that the environment is fully inclusive. Children make continued progress from their starting points.

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

- Staff know their key children well and plan a curriculum that is stimulating and engaging. For instance, children learn about space and planets. They squeal with delight as their 'meteors' hit the earth. Staff successfully introduce new vocabulary, such as 'craters' and 'atmosphere'. Children are curious and eager to join in.
- Children benefit from being physically active both inside and outside of the nursery. For example, they learn to take risks as they climb freely on large play equipment and chase after bubbles. However, younger children, particularly babies, do not always have access to physically active play inside to support their development.
- Children form positive relationships and show care and concern in their interactions with each other. For example, during free play, a friend returns a child's glasses to them and says, 'You can see now, can't you?' This reflects the nursery's high expectations for children's behaviour, conduct, and a culture of mutual respect.
- Parents feel valued and involved in their children's learning. They are regularly

invited into the nursery. For instance, parents consistently share positive comments about a recent stay-and-play session for families at the nursery. These close working relationships help parents to support children's learning at home effectively.

- Staff support children to become increasingly independent in their self-care. For example, during snack time, children self-serve healthy snacks and independently pour their own drinks. They wash and dry their cups and plates before placing them back on the trolley. Children are well prepared for their next stage of learning.
- The nursery works well to support children who speak English as an additional language (EAL). For instance, children have access to a range of books in their home language, and staff support children's interactions with visual prompts. However, resources within the environment do not fully reflect all faiths, religions and cultures represented within the nursery to support teaching of the wider world. Staff have recently completed EAL training, and the manager is positive about making changes to the environment to further embed this.
- Leadership and management at the nursery are good. The manager and her team have developed close working relationships with parents. For example, feedback from parents includes how they feel genuinely well cared for by the team. They say that the staff are passionate, dedicated and provide invaluable support when they collect their children from the nursery.
- The manager is consistent and supportive in her approach to leading her staff team. For instance, she regularly carries out staff supervision sessions and has implemented 'well-being mentors' to ensure that staff feel supported in their roles. Staff consistently report high levels of well-being.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have good knowledge and understanding of safeguarding policies and procedures. This ensures that children are kept safe from harm. They receive ongoing safeguarding training through staff meetings and supervision sessions. Staff have good knowledge of wider safeguarding issues, such as radicalisation and county lines. They know who to contact and when to make referrals to protect children in a timely manner. The manager follows safer recruitment guidelines to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- provide opportunities for physically active play inside for younger children, particularly babies, to support their physical development further
- continue to develop the environment to support the teaching of different faiths,

religions and cultures reflected within the nursery.

Setting details

Unique reference number	EY455548
Local authority	Kent
Inspection number	10228756
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	1 to 4
Total number of places	49
Number of children on roll	65
Name of registered person	Little Oaks Early Years Limited
Registered person unique reference number	RP519609
Telephone number	01843 291112
Date of previous inspection	25 January 2017

Information about this early years setting

Little Oaks Margate registered in 2012. It operates from a large detached building in the Queen Elizabeth The Queen Mother Hospital, in Margate, Kent. There are 17 members of staff who work with the children. Of these, one member of staff has early years professional status, and 14 members of staff have recognised early years qualifications. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicky Webb

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.

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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