

Inspection of Little Oaks Nursery Selsted

Selsted Community Hall, Wootton Lane, Selsted, Dover, Kent CT15 7HH

Inspection date: 5 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly and feel secure in the warm, friendly environment. They are confident and independent learners. For example, children expertly adapt different resources to extend their superhero play. Staff establish strong bonds with the children and are always close by for a reassuring cuddle when needed.

Children learn about the local community. They explore the woods and go on visits to the farm shop and garden centre. Children are keen to choose plants and seeds for the nursery garden. Staff encourage children to make comparisons as they look at the different size and shape of the seeds as they plant them. Children are excited to see that the sunflowers they have previously planted have started to grow.

Children explore the sounds that letters make. They search for objects beginning with the sound 's'. The children talk about how 'sunflowers', 'snakes' and 'squirrels' sound the same. Children develop their communication and language skills while learning about nature and how things grow.

Children's behaviour is good and appropriate for their age. They enjoy the broad range of well-planned activities and are learning to work in teams and support each other. For instance, they take turns to fill a cup with water and pour it down the guttering into a large container. They develop their problem-solving skills as they work out how to move larger quantities of water around the garden, using a wheelbarrow.

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

- Staff are positive role models and provide children with warm praise for their achievements. They encourage the children to take managed risks in their play. For instance, children enjoy playing with friends as they take turns to show how quickly they can climb to the top of the slide. They jump, balance and run around as they become aware of the space around them. Children develop their muscle strength as they practise their physical skills.
- The manager and staff have established good partnerships with parents. They have put in place supportive settling-in procedures to ensure that children receive the comfort and care they need when starting at the nursery. Staff continue to strengthen the relationships with parents by using a range of communication methods, including face-to-face meetings, online information and regular newsletters. Parents say that they appreciate the ideas staff share to help to support their children's learning at home.
- The manager works closely with other professionals to help to support any children with special educational needs and/or disabilities. She has made good

use of additional funding to support children's social interactions and language skills. For instance, staff have received additional training in sign language and carry out focused activities with children to boost their speech, language and communication. This helps children to build relationships and develop their confidence.

- Staff have high expectations for all children's learning and have a secure understanding of the curriculum. They plan activities which encourage children to explore the environment. For instance, some children use magnifying glasses to find bugs in the soil. Others use a variety of tools to fill containers with water bead, which develops their hand-to-eye coordination. However, the way in which staff plan large-group activities does not always focus children's interests and motivate them to learn.
- The manager is dedicated to developing and continually improving the nursery. She understands the importance of supporting staff through regular training opportunities and by monitoring their well-being. For instance, staff who have completed training events cascade the information to colleagues during staff meetings. The staff work well as a team and have the wider family community of other settings within the organisation to make use of, to help them develop their practice.
- Staff encourage children to explore their senses as they develop their imaginary play. For example, they provide them with shaving foam to use as the ice cream on top of their cones. Children explore colour as they add paint to change the colour of the foam. Staff talk to the children about what they are doing and have a clear intention for learning. However, they do not consistently provide a higher level of challenge to older children to help further extend their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a good understanding of her responsibilities in relation to child protection. She ensures that all staff regularly update their safeguarding training. Staff have a suitable knowledge of the signs that may indicate that a child is at risk of abuse or neglect, including wider safeguarding concerns, such as extreme behaviours and views. Staff maintain a safe environment for children. They are well deployed and always supervise children well. Staff complete thorough risk assessments to make sure that the areas of the premises children access are safe and secure. This helps to maintain children's safety and welfare.

What does the setting need to do to improve?

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

- review the planning of large-group activities and help to ensure that all children

remain focused and engaged

- continue to support staff to improve their skills and knowledge, to help them make the most of opportunities to further extend older children's learning.

Setting details

Unique reference number	EY545769
Local authority	Kent
Inspection number	10129977
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	2 to 11
Total number of places	24
Number of children on roll	66
Name of registered person	Little Oaks Early Years Limited
Registered person unique reference number	RP519609
Telephone number	07747620444
Date of previous inspection	Not applicable

Information about this early years setting

Little Oaks Nursery Selsted registered in 2017. It is one of seven nurseries operated by Little Oaks Early Years Limited. The nursery is situated in Selsted Community Hall, Selsted, near Dover, Kent. The nursery is open from Monday to Friday during term time only. Sessions are from 8am to 6pm. The nursery also operates an after-school club and holiday playscheme for school children. The nursery employs six members of staff. Of these, four hold relevant early years qualifications at level 3, and one holds a qualification at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sara Garrity

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 and the inspector had a learning walk and discussed how they set out the environment and plan the curriculum.
- The inspector spoke to some parents on the day of the inspection to gain their views on the service they receive.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out joint observations with the provider and manager and a discussion was held about the practice observed.

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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