

Inspection of Little Oaks Day Nursery

Maple Road, Enigma Business Park, Malvern, Worcestershire WR14 1GQ

Inspection date: 16 August 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children who attend this nursery are delightful and thrive. They are safe and settled, with strong key-person bonds. Children's experiences are purposefully planned to ensure they make rapid progress from their starting points. For example, when babies begin to stand, staff plan highly imaginative activities to strengthen their leg muscles and develop their balance. They hang sensory objects from material, which encourages babies to gravitate and reach up high. From an early age, children gain confidence in their physical skills. As children get older, they demonstrate full control of their gross-motor movements. They thrive from challenge and learn about risk management. For example, they climb the outdoor equipment and jump with exceptional confidence.

Children are polite and extremely confident in social situations. They enjoy talking about their experiences as they fully submerge themselves in their play. Staff have high expectations of children. They speak clearly to ensure children fully understand what is being taught. As a result, children succeed in every activity they partake in. Children confidently recap their understanding of activities. They demonstrate excellent listening and memory skills. For example, when staff give children a tortilla wrap during cooking activities, children remember previous experiences and say 'that is my pizza base.'

People in the community play an integral part in children's learning. The personal experiences of others inspire children's attitudes for learning and enhance their understanding of the world in which they live. For example, children develop a strong culture of music as they meet a drummer and play on a real drum kit.

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

- The manager and staff are extremely confident to plan a curriculum which builds on what children know and can do. They evaluate children's experiences to ensure activities are tailored to meet their individual needs. For example, children who struggle with eating partake in first-class activities which introduce new foods and opportunities for tasting. Learning is fun and children are extremely happy.
- Children, including those for whom English is an additional language, receive superb support and guidance from key people who know them and their families extremely well. Staff plan a sequenced curriculum to reduce gaps in learning. They use visual prompts and sign language to actively enhance children's understanding of routines and emotions.
- Children with special educational needs and/or disabilities achieve the best outcomes for learning. This is because the nursery special educational needs coordinator is passionate about her role in supporting all children's

developmental needs. She demonstrates an excellent understanding of children's unique characteristics and abilities, and coherently works with other staff and professionals to overcome barriers in learning.

- Children's experiences significantly enhance their communication, language and independence. They actively contribute to their own routines as they independently prepare their afternoon meal. Staff constantly introduce new vocabulary to enhance children's knowledge. For example, as children self-serve their own puddings, staff introduce the word 'crumbly' to describe its texture.
- The key-person system is highly effective. Children develop beautiful attachments with staff. For example, babies spontaneously hug their key person during play. Key persons reciprocate mutual warmth as they sign 'thank you' in appreciation for the hug they receive. Children have tremendous fun as they role play 'dragons and knights' with key people who positively enhance their imagination as they feed new ideas into the story line.
- Staff thrive because leaders are highly motivated in their roles. They receive focused targets to advance their continuous professional development. The manager, who is also a trained assessor, is highly skilled to prioritise training to improve staff knowledge, teaching, and children's learning. This ensures that the already excellent practice continues to excel and improve.
- Staff well-being is extremely important to leaders. They ensure staff have opportunities to have their views heard. Leaders establish strong networks with other childcare professionals to encourage staff to discuss their workloads in confidence. This helps managers to evaluate staff pressures and create action plans. Managers and staff feel extremely supported by the leadership team.
- Parent partnership is exemplary. Parents comment that 'staff are fabulous.' They explain, 'the change in ownership was smooth and there was no impact on children's experiences.' This is because staff work extremely close with parents and maintain a strong, two-way flow of communication. Parents play an integral role in their children's education. Staff ensure they receive a wealth of information to extend their children's learning at home. This means all children receive the best outcomes in their early education.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are extremely confident to discuss child protection and safeguarding issues, including female genital mutilation and county lines. They are highly skilled to identify the signs and symptoms that may indicate a child is at risk of abuse and neglect. Staff demonstrate the correct procedures to follow should they have concerns about a child's welfare or allegations against staff. This includes the importance of recording minor concerns to identify regular patterns of abuse. Staff benefit from an exceptional induction process, ongoing supervision meetings and regular safeguarding questionnaires. This ensures they fully understand their roles and responsibilities to safeguard children. The manager has robust procedures to ensure staff are suitable to work with children.

Setting details

Unique reference number	EY415227
Local authority	Worcestershire
Inspection number	10116440
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 4
Total number of places	92
Number of children on roll	126
Name of registered person	LODN Limited
Registered person unique reference number	RP530049
Telephone number	01684 771080
Date of previous inspection	6 July 2015

Information about this early years setting

Little Oaks Day Nursery registered in 2010. The nursery employs 30 members of childcare staff. One member of staff has qualified teacher status and 18 staff hold appropriate early years qualifications at level 2, 3 or 5. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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.
- The manager and the inspector completed a learning walk.
- The inspector carried out two joint observations with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions and telephone conversations.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and safeguarding policies.

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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