

# Inspection of The Oaks Nursery

Park Wood Road, CANTERBURY, Kent CT2 7FL

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Inspection date: 13 October 2022

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<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 are confident, happy and safe in this warm and nurturing environment. They form close relationships with staff and are keen to explore the very well-resourced indoor and outdoor area.

Children's behaviour is very good. Staff have high expectations for the children in their care. Children are learning to share, take turns and play cooperatively. This helps them acquire the social skills required for their next stage of learning. Children have good opportunities to develop their independence skills and manage their personal care.

Babies are confident and at ease in the nursery. They babble and giggle as staff play 'see-saw' with them. The youngest children delight in using their senses to explore real, seasonal vegetables, such as pumpkins, leeks, carrots and parsnips. They show curiosity and become immersed in their exploration as they investigate the inside of the pumpkin and the seeds. Older children take part in creative activities. They exercise their hand muscles as they manipulate play dough, adding a range of materials to their creations. Children receive an abundance of encouragement and praise, which helps to boost their self-esteem and confidence in their abilities.

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

- The manager and staff work well as a team to provide good quality care and education for all children. Staff plan a broad and exciting curriculum, which supports children to make good progress from their starting points. They focus on meeting children's learning needs during activities based on their interests.
- Staff effectively identify any children that will benefit from additional support and provide targeted interventions to help close gaps in their learning. They place a high focus on supporting children with special educational needs and/or disabilities. They work closely with parents and other professionals to adapt their approach, ensuring they understand each child's unique needs. This inclusive approach means these children are given the time and attention they need to take part and make the most of what is on offer.
- Staff effectively support children who speak English as an additional language. For example, children benefit from the use of visual aids and sign language. This helps keep children informed about the daily routines, regardless of their language development level. Staff learn key words in the children's home language to support learning English to express their needs.
- Children and babies benefit from the strong focus that staff place on their communication and language skills. Staff narrate, as children play and clearly emphasise key words within their interactions to help children's understanding

and speaking skills. Staff promote children's mathematical development effectively. Children are encouraged to regularly use mathematical language in their play. Staff challenge children to identify and understand the concepts of size and quantity.

- Partnerships with parents are strong. Staff use a wide range of methods to share information with parents about their children's development. They offer suggestions to parents for learning at home, so they can continue to support their child's development. Parents speak highly of staff and the caring, supportive relationships that staff have with the children.
- Overall, children are engaged in their learning experiences. However, at times, younger children lose interest during adult-led group activities. Staff do not organise group sessions to their full potential, to ensure all children are able to engage in the learning opportunity.
- Children and babies develop good physical skills, and healthy lifestyles are promoted well. They enjoy healthy, balanced meals and snacks. Staff follow good procedures to ensure that children with an intolerance or dietary requirement are catered for.
- The management team have a good understanding of what the setting does well and what it needs to improve. They regularly evaluate the curriculum and environment and work with staff to develop these areas. Staff benefit from regular staff meetings and feel supported in their professional development. However, this support and the training content are not currently focused to consistently make improvements in the teaching of the curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children are well supervised at all times. The setting is secure and routinely checked to ensure the safety of children. Recruitment systems in place are good, ensuring that all staff working with children are suitable to do so. Managers and staff have a good understanding of the setting's safeguarding policies and procedures. They know how to identify potential signs and symptoms of abuse and are confident to report any concerns. Staff demonstrate a secure knowledge of the correct procedure to follow, should there be any concerns about the conduct of a colleague.

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

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

- strengthen the use of supervision, support and focused training for all staff to help raise the quality of teaching even higher
- review the arrangements to manage group activities more effectively, to ensure that all children remain fully engaged in their learning.

## Setting details

<b>Unique reference number</b>	2592876
<b>Local authority</b>	Kent
<b>Inspection number</b>	10251296
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	90
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Kent Union Trading Limited
<b>Registered person unique reference number</b>	2592877
<b>Telephone number</b>	01227 827676
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Oaks Nursery re-registered in July 2020. The nursery is located in Canterbury, Kent. It is open on Monday to Friday, from 8am to 6pm, all year round. The nursery employs 28 members of staff, 24 of whom are qualified to level 3 and above. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kimberley Luckham

## 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 manager and has taken that into account in her evaluation of the setting.
- The manager, deputy manager, and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff and children and took parent views into account.
- The inspector and the manager observed interactions between adults and children. They discussed the learning that took place.
- The manager and her staff explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record-keeping.

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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