

Inspection of Little Oaks Of Accrington Private Day Nursery

10 Cannon Street, Accrington, Lancashire BB5 1NJ

Inspection date: 28 April 2023

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 are safe and happy in the setting, supported by staff who show a genuine interest in them and who know them well. Children are confident and make choices about what they want to do in the well-designed indoor and outdoor environment. For example, they enjoy participating in mark-making experiences, as they are provided with large easels, which supports them to explore their own ideas. Children are learning about the world around them. For example, they plant herbs in the garden and observe them as they grow, and they post letters to the royal family to learn about the mail system. This helps children to learn about why things happen and how things work.

Children demonstrate good levels of behaviour and, in general, have positive attitudes to learning. For example, older children take turns with each other and play cooperatively while engaging in the game 'What's the time, Mr Wolf?'. On the whole, staff have high expectations of children, which helps them to be prepared for their next stage in learning. For example, children are competent at undertaking tasks for themselves and are able to serve themselves lunch and drinks.

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

- Partnerships with parents are strong. Staff work closely with parents, providing lots of informative information, such as details about toothbrushing, toilet training and using the internet safely. This supports a consistent approach for children, as staff and parents work together to meet their needs.
- Children are provided with nutritious meals. For example, they enjoy vegetable stew and tasty pasta surprise. Leaders take into consideration children's dietary needs and preferences. This supports children to try a range of healthy foods within their diet.
- Staff are supported through coaching, supervisions and access to training so that they are able to improve their practice. However, these processes are not robust enough to identify and improve upon specific weaknesses in teaching, which results in some teaching not being at a consistently high level. When the interactions between staff and children are not at a high level, children lose focus on the activities.
- Staff have thought about how to create an environment that builds on children's home experiences and offers familiarity. For example, they have introduced full-size sofas and photographs in frames in their replicated home areas. This supports children to settle easily into the setting, as they can play with things that they already know about.
- Children are developing their mathematical knowledge. For example, they use dice to understand how dots can represent numbers and look for numbers in the environment. This supports children to understand that numbers represent

quantity and are present in everyday environments.

- Overall, staff support children in developing their communication and language skills. For example, babies develop the use of their speech as they participate in nursery rhymes, and staff talk to children as they play. However, staff do not always engage in conversations with older children in ways that extend their language and develop their critical-thinking skills. This means that children answer questions with a one-word answer and are not fully supported to use vocabulary to explain their thinking.
- Children are developing their fine motor skills. For example, younger children make marks using chunky chalk, and older children use scissors with increasing control. This helps to build strength in children's hands and supports early writing.
- Staff support children to understand their emotions. For example, they recognise things that might upset children and talk to them about their feelings. In addition, they use stones with pictures of emotions on and books to help children explain their feelings. This helps children to feel a sense of security and belonging within the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the signs and symptoms of abuse, and they know what to do if a concern arises about children in their care. Staff know the procedure to follow if they are concerned about the conduct of a colleague. Staff and leaders have considered the environment and put appropriate measures in place to reduce any risks to children. For example, they ensure the gate is padlocked when children go out to play, to stop any strangers from entering the premises.

What does the setting need to do to improve?

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

- enhance coaching and supervision support for staff, focusing specifically on how they can improve their teaching so that children remain engaged and interested in activities provided for them
- develop the curriculum for communication and language so that children are exposed to a wide range of vocabulary and use a breadth of words to explain their thinking.

Setting details

Unique reference number	309306
Local authority	Lancashire
Inspection number	10286069
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	63
Number of children on roll	67
Name of registered person	First Class Child Care Limited
Registered person unique reference number	RP520705
Telephone number	01254 390 107
Date of previous inspection	31 October 2017

Information about this early years setting

Little Oaks of Accrington Private Day Nursery registered in 1992 and is situated in Accrington, Lancashire. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. 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

Inspector

Joanne Ryan

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their 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.
- The inspector spoke with the leadership team about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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