

Inspection of Little Oaks Nursery

Little Oaks Nursery, Over Old Road, Hartpury, Gloucester GL19 3BJ

Inspection date: 5 June 2023

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 are happy and settled in the nursery. They build strong relationships with the attentive caring staff who know them well. Staff working with the pre-school children plan sequenced learning opportunities to enhance their skills and knowledge. For example, a recent topic on 'where we live' builds on children's home experiences and helps them understand what makes them unique. Staff take children to visit places in the local and wider community, such as farms, churches, mosques, small villages and the cathedral in the city centre, so children can learn about similarities and differences in where and how people live.

Children have fun outdoors. Younger children practise their physical skills as they climb on crates or walk along the planks balanced on top of the tyres. Pre-school children visit the 'forest' area on the school site. Staff help children to manage risks and keep themselves safe as they explore the outdoor environment. For example, when younger children ask for help to get down from the balance beams, staff hold out their hand and help them jump down. Older children readily recall the rules they need when playing in the 'forest'. They know not to run in case they trip, to stay within the boundaries so staff can see them and not to lick or pick anything as it could be poisonous or they might kill the plants.

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

- The manager and staff understand the need to have a curriculum that builds on children's skills and knowledge. They gather information from parents when children start and use observations of children as they play to see what they already know and can do. Key persons then plan for what children need to learn next. Staff working with the older children sequence learning well to enhance their development and to support children for the move into school.
- Staff working with the younger children help them settle. Babies spend time in the large, covered sandpit. Some children walk around the wooden bench pointing out what they can see over the school field. Others sit with staff and watch as staff scoop the sand and sprinkle it onto the floor. At times, it is not clear what the intent is for learning as staff are needed to calm and settle children. Staff are not able to motivate and engage other children in play and learning.
- Children with special educational needs and/or disabilities learn and develop very well. There are superb relationships with parents. The special educational needs coordinator and key persons work in partnership with parents and other professionals to access additional support or funding to benefit the children's learning and development. Funding helps provide training for staff, additional equipment children may need or one-to-one support.
- Children's behaviour is good. Staff provide clear instructions and role model

positive behaviours. Staff working with the toddlers talk with them about the consequences of their actions. For example, when children push others out of the way, staff talk about how this has made their friends sad and ask what they can do to make them happy again. Children say 'sorry' or offer a cuddle and receive praise from staff. Pre-school children explain that they can use the sand timer to share favourite toys.

- Staff use songs and rhymes to help develop younger children's language and communication skills. They use a 'song bag' with different toys for children to choose and then link the rhyme to the item children pull out. Children enjoy selecting the toys and some join in with the singing. Staff use signs as well as words to help children join in and learn new songs. However, staff try to let all children have a turn, which takes a long time. Some children lose interest, start playing with the toys and stop joining in with the singing.
- Older children take part in small-group times to enhance concepts and knowledge further. Staff have high expectations for pre-school children. They introduce mathematical concepts to build on skills and support children with the move into school. Children look at cards with coloured spots on and have to say how many they can see without counting. Staff check whether the children are correct by asking them to put up their fingers to the same number. Children recognise different combinations of three dots. When children struggle to make the connections, staff sensitively show them how to work out the answer, so children are keen to keep trying.

Safeguarding

The arrangements for safeguarding are effective.

Staff have secure understanding of the potential signs that may mean a child is at risk of harm. They know the processes to follow and what to do if they have concerns about the welfare of children or if there are allegations against colleagues. The manager reflects on practice to make sure children are kept safe. For example, she makes sure that staff count the number of children they have when they move between the indoor and outdoor play areas or when they use the minibus for outings. These recent reviews and changes to risk assessments and policies also include making sure that everyone knows when to inform external agencies.

What does the setting need to do to improve?

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

- support staff to notice and act to keep younger children engaged in large-group activities
- continue to improve staff knowledge so the intent of the curriculum for babies and younger children is even more precise and consistently builds on what they

know and can do.

Setting details

Unique reference number	2667637
Local authority	Gloucestershire
Inspection number	10294774
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	81
Number of children on roll	70
Name of registered person	Little Oaks Nursery (Hartpury) Limited
Registered person unique reference number	2667638
Telephone number	01452700439
Date of previous inspection	Not applicable

Information about this early years setting

Little Oaks Nursery was registered in November 2021. The nursery is in its own building on the site of Hartpury Primary School, in the village of Hartpury, Gloucestershire. The nursery opens 8am to 5pm, Monday to Friday, during term time, in addition to the first three weeks of the summer holiday. There are 15 staff working with the children. Two staff hold qualified teacher status, two staff hold appropriate childcare qualifications at level 7, seven staff hold appropriate childcare qualifications at level 3 and one holds an appropriate childcare qualification at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Anita McKelvey

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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