

Inspection of Little Oaks Day Nursery

412 Stafford Road, WOLVERHAMPTON WV10 6AJ

Inspection date: 13 June 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 form secure relationships with staff and settle quickly when they become a little upset. This is because staff recognise the importance of building secure attachments from the start to support children's emotional resilience. Children learn early mathematical concepts through play. For instance, they develop awareness of shapes when playing with role-play food. When they find a beef burger, they recognise it is a circle. During small-group sessions, children develop their fine motor skills. They manipulate and roll out play dough. This helps to build muscle strength in their hands to support early writing skills.

Children eagerly explore the garden. They play ball games together. They watch as the ball rolls up the ramp and back down, cheering when theirs returns first. Children show determination as they balance along the beams on the obstacle course. They skilfully manoeuvre around the poles to jump off at the end. This helps to develop children's gross motor skills. Children enjoy the range of activities on offer. Children confidently contribute their ideas to discussions. For example, when building bug houses, children find a butterfly. Staff wait patiently when asking children about what they have found and where it might live. Children share that the butterflies in their garden like the apple tree.

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

- Managers and staff have designed an ambitious and challenging curriculum. This enables children to progress well across the seven areas of learning. Staff help children to recall their learning. They talk about different foods that are healthy and unhealthy. Children confidently identify which of the foods go into each category. They comment that they put the meat in between healthy and unhealthy because it can be good for some people and not for others.
- Most of the time, children behave well. There are times when some children's behaviour is not always acceptable. On occasion, staff do not fully support children to manage their own behaviours. For example, during their play, some children get over excited and throw their toys, which is not always observed by staff. This means that, sometimes, children do not fully understand that their behaviour is not acceptable, as staff do not always reinforce boundaries.
- In general, staff implement most routines well during the day to support children with transitions. However, there are times when these routines are not as smooth as they could be. For instance, as children line up to go out into the garden, staff are not always prepared for this transition. This results in children sometimes waiting for extended periods of time and losing engagement.
- Staff model language well. They use clear pronunciation and introduce new vocabulary. For example, children engage in conversations as they explore the vegetables. Staff introduce each of the names, such as aubergine. Children

correctly repeat the new word they have learned. This helps children to make good progress in their communication and language skills.

- Without exception, parents speak highly of the nursery and attentive staff. They comment that staff get to know the children well. Parents feel involved in their children's learning and development because they receive regular updates and information. Staff share the current focus in the nursery with parents and suggest ways that parents can continue to support their child's learning at home.
- The special educational needs and disabilities coordinator (SENDCo) is extremely passionate and dedicated to her role. She works sensitively with parents to agree their target plans. These plans are reviewed regularly, and the SENDCo works closely with other professionals to ensure support meets individual children's needs. This means that all children can fully access the curriculum and make good progress from their starting points.
- Staff attend regular supervisions. Managers place an emphasis on staff well-being to ensure they feel fully supported in their role. There is a huge focus on staff training and professional development to ensure they have the necessary skills and knowledge to carry out their role.
- Children learn self-care routines from an early age. Staff encourage children to wipe their noses and take their used tissue to the bin. Children get themselves ready to go into the garden by putting on their shoes and hats. This helps to develop their independence in preparation for school.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff receive regular training to keep their strong knowledge of safeguarding up to date. Staff have a secure understanding of the possible signs that a child's welfare might be at risk. They confidently discuss the reporting procedures to follow when raising a concern about a child or a person in a position of trust. Managers act swiftly to concerns to ensure support is in place. There are robust safer recruitment procedures in place to ensure staff are suitable. Managers continue to review the suitability of staff to ensure they remain suitable.

What does the setting need to do to improve?

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

- help staff to consistently reinforce boundaries with children so they can fully understand the expectations of their behaviours
- strengthen the organisation of daily routines to ensure staff are prepared effectively to support children with transitions to prevent them from waiting unnecessarily.

Setting details

Unique reference number	EY490032
Local authority	Wolverhampton
Inspection number	10296795
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 5
Total number of places	155
Number of children on roll	182
Name of registered person	GLM Early Years Limited
Registered person unique reference number	RP534651
Telephone number	01902 781245
Date of previous inspection	10 February 2022

Information about this early years setting

Little Oaks Day Nursery registered in 2015. The nursery employs 37 members of childcare staff. Of these, 33 hold early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday, all year round. 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

Inspectors

Katherine Wilson

Sarah Dukes

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers and the inspectors completed a learning walk around all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors during the inspection.
- Staff spoke to the inspectors during the inspection.
- The SENDCo spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- The inspectors carried out a joint observation with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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