

Inspection of Little Oaks Day Nursery & Pre-School

130 Cranleigh Court Road, Yate, BRISTOL BS37 5DW

Inspection date: 11 July 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

Staff are clear on what they want children to learn and provide a broad range of experiences and opportunities to help children succeed. Children become confident communicators. They hear staff commentate, narrate and expose them to new vocabulary, for example, as older children explore a three-dimensional anatomy model. Young children are inquisitive and talk about their play with the inspector, for example, as they 'sprinkle' flour 'really high'. Older children confidently talk about their drawings, explaining how their shark has one eye and is eating worms and snails they have found in the garden.

Familiar routines help children settle quickly in this warm and welcoming nursery. For example, older children participate enthusiastically in the songs they have learned throughout the nursery that help them understand the routine of the day. Children form strong bonds with familiar adults. Staff reassure unsettled younger children and babies with hugs and cuddles and know what will help them self-soothe.

Staff encourage and respect the choices children make about their play. For example, when older children become overwhelmed with the noise in their room, they take themselves to the quiet area. Staff deploy themselves well and their positive interactions help children continue their learning with a well-thought-out activity. Older children thoroughly enjoy a game of number bingo. They wait patiently, are attentive and listen carefully for their number, following instructions to cross it out when they see it. Children excitedly shout, 'Bingo!'. They understand the rules of the game, and show pride in their achievements.

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

- There is a strong focus on supporting the well-being of staff. The approachable and passionate leadership and management team support staff well to develop their skills, especially unqualified or less-experienced staff. However, on occasion, the quality of interactions with younger children and the use of chosen resources, such as visual aids and sign language, are not consistent to further support children's engagement in their learning.
- Staff take time to get to know their children, working closely with parents and other professionals. They build a curriculum that supports children's individual interests and what they need to learn next. Staff give careful consideration to meeting all children's needs and to ensuring that they offer suitable challenges, including for children with special educational needs and/or disabilities.
- The knowledgeable special educational needs coordinator (SENCo) provides good support to the staff team to ensure that they meet children's individual needs successfully. Staff use thorough assessments to enable them to identify

any gaps in children's learning promptly. They work with parents and other agencies to create individualised plans to help children succeed.

- Older children understand the rules that keep them safe. For example, they explain that only eight children can play outside and they need to use the sand timer so they know when it is their turn. Staff remind children of safe practices, such as not running inside. However, they do not always help children understand why and the possible consequences so that they can begin to keep themselves safe.
- Even the youngest children gain good independence. Staff support babies well to wipe their hands with a flannel before they eat and to choose which apron to wear. They encourage young children to find their names and photos on their drinks and placemats, before helping them to serve themselves. Children gain a good sense of belonging. For example, older children make their own name labels for their peg. Some children make good attempts to write their name independently and others trace their name or join the dots.
- The key-person system is highly effective, especially in meeting young children's individual care needs. Staff working with younger children are highly respectful when changing nappies, ensuring that babies feel safe and secure. Hygiene is well maintained throughout the nursery. Staff implement effective policies and procedures successfully, such as to administer medication and to meet children's dietary requirements.
- Leaders and managers evaluate the provision well, gaining views from the parent committee, staff and children to make improvements. For example, they have used additional funding successfully to provide resources to encourage reading and cooking at home and to provide an enticing outdoor learning environment for those children who have limited opportunities to experience this elsewhere. Leaders and managers evaluate the well-resourced learning environment regularly to ensure that it entices children to explore and that they remain engaged in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers use robust recruitment and induction arrangements to ensure that staff are suitable for their role and remain so. Children's safety is a high priority. The premises are safe and secure. Managers ensure that staff implement policies and procedures effectively, such as the safe collection of children and following up on children's absences promptly. All staff understand the signs and/or symptoms that a child is at risk of harm and the relevant reporting procedures. The designated safeguarding lead (DSL) has good knowledge of her role and responsibility to protect children and works closely with other agencies.

What does the setting need to do to improve?

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

- develop further support and guidance to raise the quality of staff interactions and the use of chosen strategies and resources with younger children to a consistently high standard
- provide children with clear explanations to help them to assess risk for themselves.

Setting details

Unique reference number	EY499056
Local authority	South Gloucestershire
Inspection number	10299918
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	45
Number of children on roll	102
Name of registered person	Nurseries Southwest Ltd
Registered person unique reference number	RP901056
Telephone number	01454329901
Date of previous inspection	25 January 2018

Information about this early years setting

Little Oaks Day Nursery and Pre-School was registered in 2016. The setting is located in Yate, South Gloucestershire. The setting offers care from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The setting employs 17 staff; of these, 15 hold an early years qualifications between level 2 and 6. 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

Rachael Williams

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 took the inspector on a learning walk to discuss the early years curriculum and what they want children to learn.
- The manager joined the inspector on two joint observations: one with babies outside and another with pre-school children in a focused group time.
- The inspector read written testimonials from parents and spoke with parents and children during the inspection to consider their views.
- The inspector observed staff interactions with children and discussed children's learning during the inspection.
- The inspector conducted professional discussions with leaders and managers, key persons, the DSL and the SENCo during the inspection.
- A sample of documentation was discussed and observed.

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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