

Inspection of Little Oaks Day Nursery Penn

Little Oaks Day Nursery, 1 Woodfield Avenue, Wolverhampton WV4 4AG

Inspection date: 5 September 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not implement sound safeguarding procedures to help keep children safe. They do not understand or follow the correct procedures when allegations are made against staff. This fails to protect children. Despite this, children appear generally happy and settled. They take part in activities to promote their curiosity and exploration skills. Children of all ages enjoy playing with sensory and messy resources, such as water, sand and flour. Children develop sound physical skills. They build with bricks and manipulate dough with increasing control. Children make marks with paint or print with water on external walls.

Children have opportunities to gain an understanding of their local community. Staff take them on outings to the local library. They visit shops and buy cards and gifts to take to the local care home for residents reaching over a hundred years old. Staff act as appropriate role models and share their behaviour expectations with children. As a result, children demonstrate appropriate behaviour. They play well alongside their friends and learn to share resources.

Pre-school children engage well in activities. They join in role-play activities as they pretend to make dinner for their friends. Children choose books and listen as staff read stories. However, at times, younger children display restlessness when group activities are prolonged and do not engage children or hold their interests.

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

- Leaders do not implement robust procedures when allegations are made against adults working with children. They fail to report them to the relevant agencies. Records relating to safeguarding concerns do not contain sufficient detail and are poorly completed. This further compromises the safety and well-being of children.
- Leaders support staff through supervision sessions and regular meetings. However, leaders do not ensure that training is effective. Not all staff working with babies and younger children have a thorough understanding of how to meet their needs. For example, not all staff are aware of how to place babies down to sleep safely or how to pick up and move young children carefully.
- Staff use a variety of methods to share information with parents. For example, they speak to parents at drop off and collection time and provide electronic information about children's learning and development. Parents are invited to one-to-one meetings with staff. Children take turns to look after their room's mascot and share stories of the mascot's travels on their return. This helps to reassure children with a positive link between nursery and home. However, on occasions, staff do not share relevant daily information to keep parents fully informed about their child's day.

- Overall, children make steady progress in their learning. Staff teaching pre-school children know them well. They use assessment information effectively to plan for their next steps in learning and build on their prior experiences. Staff encourage children to develop communication and language skills. They consistently model language, ask questions and engage children in conversation. However, teaching for younger children is more variable. Not all staff focus their planning and teaching on what individual children need to learn next. This results in some children becoming disengaged and not making the progress they are capable of.
- Effective transition arrangements are in place. Children receive appropriate support to prepare them emotionally for their move to school. Teachers are invited to meet children at the nursery and staff share assessment and learning information.
- Staff work well with other professionals. Effective support is in place for children with special educational needs and/or disabilities. Staff work with other agencies to devise and implement individual learning plans. As a result, these children make progress from their starting points.
- Staff support children to develop independence and attend to their own self-care. Children know to wash their hands before meals. Staff support younger children by explaining and demonstrating how to wash their hands thoroughly. Children choose toys and resources freely and serve their own meals.
- The premises are clean and hygienic. Staff support children to develop healthy lifestyles. Children benefit from plenty of fresh air and exercise. They enjoy nutritious meals and snacks.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not demonstrate sufficient understanding of safeguarding. They are not aware of the correct procedures to follow in the event of concerns or allegations against staff. This means they do not follow robust procedures when they are made aware of allegations. Poor record keeping further compromises the welfare of children. Despite this, other staff have a sound understanding of aspects of safeguarding. They know the signs and symptoms of possible abuse and what to do should they have concerns regarding a child's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure leaders improve knowledge and understanding of safeguarding, with particular regard to when allegations are made against staff	20/10/2023
implement effective procedures in respect of allegations against members of staff	20/10/2023
maintain accurate records for the safe and efficient running of the setting, with particular regard to ensuring safeguarding and medication records contain all required information	20/10/2023
monitor staff practice effectively and provide them with sufficient training to support them to undertake their roles and responsibilities sufficiently, with particular regard to improving staff knowledge and understanding of how to meet the needs of the youngest children	20/10/2023
raise the quality of planning and teaching for children, to consistently motivate, engage and stimulate children through fun and purposeful play.	20/10/2023

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

- consistently share relevant information with parents about their child's day, to keep parents fully informed and promote continuity of care.

Setting details

Unique reference number	2711432
Local authority	Wolverhampton
Inspection number	10309376
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	95
Number of children on roll	121
Name of registered person	GLM Early Years Penn Limited
Registered person unique reference number	2711430
Telephone number	01902 334864
Date of previous inspection	Not applicable

Information about this early years setting

Little Oaks Day Nursery Penn registered in 2023. The nursery employs 18 members of childcare staff. Of these, 15 hold early years qualifications at level 2 or level 3. 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

Inspector

Trisha Turney

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector completed a joint observation with the manager, where they evaluated the quality of teaching and practice together.
- The inspector spoke with staff at appropriate times during the inspection

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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