

Inspection of Little Oaks

Raynel Gardens, Leeds, West Yorkshire LS16 6BW

Inspection date: 24 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at the nursery. Staff help them to become enthusiastic and independent learners. Staff have the highest expectations for all children and provide specific levels of support and challenge that meet every child's individual learning needs. Children benefit from access to purposeful and exciting activities in each room at the nursery. Babies are eager to splash in the puddles outdoors, and staff model words and actions for them. Young children show exceptional levels of focus as they pour water into small funnels and containers, using mathematical language such as 'full' and 'empty' as they play.

Older children are exceptionally well-prepared to start school. Staff ensure they have the confidence and skills to join in with activities themselves. For example, children go to get their own apron before they begin to paint. They know how to use scissors safely and select the creative materials they want before they start.

Since the COVID-19 pandemic, staff have worked extremely hard to minimise gaps in children's communication skills and their personal, social and emotional development. Staff are excellent role models, and children's behaviour is exemplary; they show kindness to each other and are consistently well-mannered. The nursery's special educational needs co-ordinator works in partnership with parents and other professionals to ensure children receive as much support as possible from an early age.

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

- All children make exceptional progress in relation to their starting points. The curriculum is balanced, sequenced and carefully considers children's individual needs and experiences. Staff gather information about children's home lives and use this information to celebrate their individuality in the nursery. Activities are planned to broaden children's experiences. For instance, the nursery has recently added a piano to the pre-school room. Children thoroughly enjoy pressing the keys and singing 'twinkle twinkle' as they play.
- Children's needs are at the heart of all decision-making. The management team has worked alongside staff to make continual improvements depending on the needs of the children and families who attend. For instance, it has reduced the number of children in the rooms to enable staff to provide the support that is needed. This has had a positive impact on children's progress.
- Staff provide activities that broaden children's experiences and build secure foundations for the future. For instance, they ensure children have plenty of access to the curriculum outdoors as they know this is where some children prefer to learn. Young children show high levels of independence as they get their own wellies and put on their own coats. Older children explore and learn

about conkers, and staff show them what they looked like in their cases. Staff extend this into mathematical games, and children find the right number of conkers for the numeral in the egg box.

- The provision for children with special educational needs and/or disabilities is outstanding. Staff complete regular assessments and use their knowledge of child development to identify areas of potential delay from an early age. For instance, children benefit from focused group and one-to-one activities. For example, children who speak English as an additional language show enjoyment in their session and giggle as they copy actions and words modelled by staff.
- Children's health and well-being are prioritised. They thoroughly enjoy the freshly cooked meals and healthy snacks provided. Staff ensure children follow good hygiene routines, and they offer support with self-care if this is needed. Young children enjoy yoga sessions as part of their daily routine and seek comfort from staff if they are feeling upset. Staff support children to take turns and share resources. Older children are aware of how they feel and the impact their behaviour can have on others.
- Staff know their key children and others in the group exceptionally well. They gather detailed information about children before they start. Children settle into the nursery quickly and benefit from tailored support and care. For example, children who are new to the setting are provided with one-to-one support when they arrive. Staff know how to comfort them according to the children's individual preferences. This is highly effective, and children begin to engage in learning shortly afterwards.
- The staff team is highly qualified and experienced. Staff say they feel valued here and are passionate about their work with children. They benefit from access to professional development opportunities to refresh their skills and build their confidence in their role. For example, all staff have accessed training to help develop children's communication and language development. Apprentices say they are very happy with how much support they have received from their managers to assist in completing their qualifications and developing their skills to work with children.
- The leadership team is inspirational. Leaders show dedication to providing children with the best possible start in their education. Parents speak highly of the whole team and the nursery. They say their children's 'progress is amazing' and their child 'is treated as an individual by staff who genuinely care'.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff are highly vigilant and understand their responsibilities to keep children safe. Staff are clear that this is their priority, and they demonstrate robust knowledge of child protection issues, including the signs and symptoms of potential abuse. The manager provides staff with up-to-date policies and procedures to follow if they have concerns about children's welfare or concerns about other staff. Staff are familiar with the guidelines of the local safeguarding partners. The provider and management team ensure they recruit

new staff safely and regularly check the ongoing suitability of existing staff through regular supervision meetings.

Setting details

Unique reference number	512663
Local authority	Leeds
Inspection number	10307850
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	75
Name of registered person	Little Oaks Nursery Leeds Ltd
Registered person unique reference number	RP518947
Telephone number	0113 281 7829
Date of previous inspection	20 March 2018

Information about this early years setting

Little Oaks Nursery re-registered in 2020 and is based in Adel, Leeds. The nursery employs 22 members of childcare staff. Of these, 17 staff hold appropriate early years qualifications at level 3 and above, including the manager and deputy manager who have level 6 qualifications in early years. The nursery is open from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-olds. Children with special educational needs and/or disabilities attend.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector during a planned activity indoors.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for 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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