

# Inspection of Little Oaks Day Nursery

Maple Road, Enigma Business Park, Malvern, Worcestershire WR14 1GQ

---

Inspection date: 6 February 2024

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy in the nursery. On arrival, they settle in quickly to play with their friends. Staff build warm and nurturing relationships with children, who regularly go to them for cuddles. This helps children to feel safe and secure in their care. Children enjoy being with staff and readily include them in their games, such as when building towers together. Staff add the bricks at the top of the very high structures. They giggle together when their tower finally falls. Children independently choose the resources that interest them and decide on their direction of play. Staff make adaptations to arrange the play environments, so that all children can explore and learn.

Children behave well, toddlers respond well to staff's gentle reminders to use their good manners while the oldest children readily say please and thank you in response to staff and when speaking with their friends. Children enjoy learning and have many opportunities to practise what they have learned. For example, they access tools and resources for themselves, such as scissors, with support from staff to make snips in their paper. The nursery curriculum is designed to continually build on what children know and can do. Children gain the skills and knowledge they need to prepare them for their next stage in learning and their eventual move on to school.

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

- The nursery curriculum has clear and ambitious intentions for children's learning. Staff use the information they gather from parents when children first start, to decide what children need to be taught next. They plan play experiences for children that will help them to build on their prior learning.
- Communication and language are promoted by staff through a range of songs, rhymes and the use of books and conversations that encourage children to use their speaking and listening skills. However, there is scope to build further on the methods used to help children, who require additional support to quickly catch up and make more rapid progress in this area.
- Staff regularly assess and amend the learning environments to ensure they meet the children's needs as these change. For example, babies have space to practise their physical skills. Furniture is arranged by staff to enable children to pull to standing and move between areas with the security of areas to hold on to. Older children enjoy an extended role-play area to help further engage them in imaginative play, including a shop.
- High importance is placed on the development of children's social skills. For example, while babies use their senses to explore musical instruments, they chuckle and smile with nearby babies and they shake their hands and listen to the sounds they make. The oldest children understand how to share. They ask

each other for the resources they need, saying please and thank you when they help each other and give them the toys they need.

- Children begin to develop independence early as staff see that they are capable. For example, babies feed themselves at mealtimes while toddlers learn to manage their personal care. The oldest children manage a range of tasks for themselves, such as tidying away toys and dressing themselves in their coats. They begin to manage the fastenings with limited help from staff. Children receive the help they need from staff to learn how to use their cutlery at mealtimes.
- Staff say they feel supported by managers, who are approachable. Managers ensure that staff are provided with mandatory training, such as first aid and food hygiene. That said, staff are not provided with all of the support they need to ensure that the learning gained from training is maintained and kept current, to enable staff to fulfil their duties as confidently as possible.
- Parents are happy with the nursery. They say their children are well cared for by staff and enjoy attending. Parents comment positively on the detailed information they receive about their child's care and learning. They say that managers are visible in the nursery and are friendly and approachable.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- build further on the methods used to help those children in need of additional support to develop their communication and language more rapidly
- provide staff with the opportunities to build confidence and strengthen the knowledge gained from training, so that it is kept current.

## Setting details

<b>Unique reference number</b>	EY415227
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10327834
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	96
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	LODN Limited
<b>Registered person unique reference number</b>	RP530049
<b>Telephone number</b>	01684 771080
<b>Date of previous inspection</b>	16 August 2022

## Information about this early years setting

Little Oaks Day Nursery registered in 2010. The nursery employs 27 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 5, nine at level 3, and five at level 2. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30 am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Taylor

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged. The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching within an activity took place between the quality manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leaders and the deputy manager and discussed how the setting was organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working in the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024