

# Inspection of Little Oaks Nursery

Hartpury Primary School, Over Old Road, Hartpury, GLOUCESTER GL19 3BJ

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Inspection date: 12 November 2019

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children jump up and down with excitement as they wait to be welcomed into this very happy nursery. They giggle and laugh together and demonstrate high levels of confidence, positive behaviour and emotional security. From the outset, children develop incredibly secure attachments with their special person, and with the entire team. Children become curious, inquisitive and highly motivated learners. They freely explore the exciting learning areas the imaginative staff have created. For instance, in the outdoor environment, younger children experiment in the mud kitchen after a heavy rainfall and investigate the changes in the natural world. Older children demonstrate exceptional physical skills as they create vibrant, intricate patterns on decorative wooden planks. Children in the music shed can explore sound, with a cello, violin, pipes and steel drum. Children's developing language skills are promoted exceptionally well. Staff expertly repeat mispronounced words and support children's communication through the excellent use of sign language and visual representations and repetition. Staff encourage children to express themselves. Children freely check in with a 'story box', which contains each child's photograph stuck on one side of a wooden brick, and a 'wooden spoon' bag packed full of different characters. They entertain their friends with made-up stories and talk eloquently about their holiday and travel plans. Children behave exceptionally well. For example, they have a strong understanding of fairness and confidently negotiate turn taking with their friends. Children thrive in this outstanding setting.

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

- Staff provide children with rich educational experiences across all areas of the curriculum. The quality of teaching is exemplary. Staff seize every opportunity to extend children's learning to make sure that each child makes the best possible progress. They monitor children's progress meticulously and act promptly to identify weaker areas in children's learning and development. Children with special educational needs and/or disabilities are supported incredibly well through superb partnerships with parents and professionals, to ensure they flourish.
- Children are given many opportunities to develop their early mathematics and literacy skills, such as when they recognise their names on cards to self-register, count the daily number of children and routinely solve early addition and subtraction problems. Staff carry out a mark-making assessment each term to ensure all children's attempts are praised and recognised by the children themselves.
- Promoting children's emotional well-being is of the utmost importance to the staff. They encourage children to recognise and name their emotions at every opportunity, such as during 'emotional training' sessions. Children talk about

their families and experiences and learn more about other people's lives. Additionally, the committee helped fund the purchase of a minibus to enable the children to take even more trips out and about in the community, such as regular visits to meet children at an inner-city nursery.

- Young children show very high levels of independence in their self-care skills. They learn to put their boots on and wash their hands before eating and baking. Children delight and take pride in helping to prepare cheese straws for snack, checking there will be 'enough for everyone'. Older children are extremely confident, self-assured and are eager to learn.
- There is an extremely strong partnership with parents. Staff ensure that they involve them in all aspects of their children's care and learning. At the inspection, parents were highly complimentary and visibly moved as they described the exceptional care their children receive.
- The inspirational manager is exceptionally motivated and successful in the way she drives staff's professional development. As an example, staff training in storytelling has helped staff working with every age group to enrich the quality of their teaching and further enhance children's speech and language development. The committee continues to support the well-qualified staff to enhance their professional knowledge to postgraduate levels to maintain outstanding practice.
- The whole team is highly skilled at evaluating their practice to meet the individual needs and interests of each child, and this very effectively promotes improvement. For example, sensitive and knowledgeable staff in the two-year-olds' room are continually identifying ways to improve their provision for the very youngest children to provide additional activities to nurture new skills. Additionally, the manager meets leaders from other high-quality settings to network together and use research to improve outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a very detailed knowledge of how to keep children safe. They have an excellent understanding of how to monitor and report any concerns. Staff take part in thought-provoking discussions at staff meetings and in-house safeguarding training. Risk assessments of the environment are robust. Highly effective monitoring systems for any accidents that occur mean staff can take appropriate action to identify any trends.

## Setting details

<b>Unique reference number</b>	511781
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10124368
<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</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Little Oaks Nursery Committee
<b>Registered person unique reference number</b>	RP905211
<b>Telephone number</b>	01452 700 439
<b>Date of previous inspection</b>	26 January 2016

## Information about this early years setting

Little Oaks Nursery opened in 1997. It operates from the grounds of Hartpury Primary School in the village of Hartpury, Gloucestershire. The nursery opens five days a week during term time in addition to the first three weeks of the summer holiday. Opening hours are from 8am to 5.30pm with extended hours for school-age children. The nursery receives funding to provide free early education for children aged two, three and four years. There are nine staff working with the children, with relevant childcare qualifications ranging from level 3 to level 7.

## Information about this inspection

**Inspector**  
Jan Harvey

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector carried out a learning walk and joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including self-evaluation, evidence of suitability and training of staff working in the nursery, and held discussions with the manager throughout 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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