

# Inspection of Little Oaks Capel

The Old School, Capel Street, Capel-le-Ferne, Folkestone CT18 7EY

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Inspection date:

23 January 2025

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## Overall effectiveness

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## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Staff create an interesting and engaging environment for babies and children. Children feel safe and are excited to come into the setting to interact with both staff and peers. The leaders know the team's strengths and areas for further development. However, the leaders do not always ensure documentation such as medication forms are accurately completed by staff.

Overall, staff plan an ambitious curriculum that supports children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. Staff make good use of children's interests to engage them in activities. For instance, they introduce toy cars into painting activities. The children move the cars through the paint and explore the patterns and shapes they make. Staff support children to explore their senses through messy play as they develop their fine motor skills.

Children are kind and thoughtful. They help their friends to collect leaves in the garden to use in the mud kitchen. Staff are keen to assist children to engage with others. They provide children with a range of experiences to cooperate with their friends throughout the day.

Communication and language development are a particular focus in the setting. Staff effectively use commentary to ensure babies and children hear a rich vocabulary to help strengthen their language skills. For example, staff talk to the younger children about the full and empty containers as they use a variety of tools to fill the bowls with sand.

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

- The providers are working closely with existing and new staff to help them develop their practice. For instance, staff are encouraged to update and undertake new qualifications to help them to develop their professional practice. Staff receive regular support through supervision and team meetings. However, staff do not always follow the setting's procedures when administering medication. As a result, medication forms are not fully completed to ensure staff keep children safe when administering medication.
- The leaders ensure staff are effectively deployed throughout the day to keep children safe. For instance, staff watch the younger children as they climb the steps. They remind them to make sure the slide is clear before coming down. Staff encourage children to join in with singing and dancing activities to help them explore how their bodies move. Although staff's interactions are positive, some staff are more confident than others at recognising opportunities that arise to engage children and support their learning.

- Children enjoy spending time outdoors in all weathers. Staff provide opportunities for children to be physically active. For example, they learn to develop their balance and coordination as they ride tricycles and play running games. All children are encouraged to drink water throughout the day to keep hydrated. There is a clear focus on supporting children to make healthy choices. However, there are occasions when staff may do things for the children rather than encouraging them to try tasks independently, such as getting their coats or peeling fruit at mealtimes. Opportunities to foster children's independence are not fully embedded throughout the setting.
- Children's behaviour is appropriate for their age. Staff are good role models who provide children with clear rules and boundaries to meet their emotional needs. Children are kind to their friends. They share resources with peers and remind their friends about how to play games. For instance, they tell their friends that it is their turn next. Staff provide a good range of activities to support children to develop their social skills.
- Staff make use of observations to track and monitor children's development. They have in place a sequenced curriculum based on children's next steps. Staff have a clear intent for children's learning. For instance, staff working with older children introduce ice painting. They provide children with different-coloured ice blocks. Staff talk to the children about what they see and feel as they support them to explore their senses. However, staff do not always provide sufficient challenges to further extend children's knowledge and skills.
- Staff have established positive relationships with parents. They share information on activities the children engage in to support home learning. Parents state that they enjoy looking at the photos and information staff post on the children's online assessment records.
- The leaders make sure that the setting has appropriate arrangements in place to support children with SEND and those who speak English as an additional language. For instance, staff work closely with other professionals to follow targeted plans to help meet children's needs.

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

|  |                 |
|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|                                                                                         |            |
|-----------------------------------------------------------------------------------------|------------|
| ensure staff follow the setting's policies and procedures for administering medication. | 21/02/2025 |
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**To further improve the quality of the early years provision, the provider should:**

- support less-confident staff to help embed teaching securely and consistently across the setting
- strengthen opportunities children have to develop their independence
- build on staff's understanding of the curriculum intent so that their teaching consistently focuses on what they want children to learn.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2802832                                                                           |
| <b>Local authority</b>                             | Kent                                                                              |
| <b>Inspection number</b>                           | 10376879                                                                          |
| <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> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 50                                                                                |
| <b>Number of children on roll</b>                  | 58                                                                                |
| <b>Name of registered person</b>                   | Little Oaks Early Years Limited                                                   |
| <b>Registered person unique reference number</b>   | RP519609                                                                          |
| <b>Telephone number</b>                            | 01303 232525                                                                      |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

Little Oaks Capel registered in 2024. It is located in Capel-le-Ferne, near Folkestone, Kent. The setting is one of eight provisions operated by Little Oaks Early Years Limited. The setting is open Monday to Friday from 8am to 6pm for most of the year. The provider employs 19 members of staff at the setting. Of these, six staff hold a relevant early years qualification at level 2 or above. One member of staff holds a teaching qualification. The setting receives funding for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Sara Garrity

## Inspection activities

- The manager and deputy manager completed a learning walk with the inspector and discussed how they implement the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke with the inspector at various times throughout the inspection.
- The inspector read letters of reference and spoke to several parents during the inspection to take into account their views on the setting.
- The manager and inspector carried out a joint observation on an adult-directed activity in the garden.
- The inspector held discussions with the management team and looked at a selection of documentation including medication forms and 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.

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