

Inspection of Little Dots Daycare North Leigh

Scotts House School, Eynsham Park, Witney, Oxfordshire OX29 6PR

Inspection date: 18 July 2025

Overall effectiveness	Outstanding
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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 flourish in this nurturing and highly ambitious nursery. Staff know every child exceptionally well, and children's well-being and development are central to everything they do. Children's behaviour is exemplary. From the youngest age, children learn to share and resolve conflict. Staff are inspirational role models and show a high regard for children's feelings through the promotion of consistent expectations. Children make exceptional progress from their starting points, including those who are learning English as an additional language.

Staff have a deep understanding of child development and use their accurate assessments of children to tailor experiences very precisely to meet children's individual needs to a high level. They expertly deliver a curriculum that is rich and ambitious. For example, toddlers became engrossed in a sorting activity. They confidently matched pairs of socks by colour and pattern, carefully comparing stripes, spots or shades. Staff skilfully extend their learning by introducing new vocabulary, such as 'same' or 'different'. Children progress from matching identical socks to sorting by size and repeated patterns. This very successfully supported children's development in early mathematics and problem-solving.

Leaders' hold an excellent oversight of quality in the nursery. They have high expectations for all children to be happy and achieve well. Leaders' ongoing investment in staff training has a demonstrated positive impact on the rapid progress children make, particularly in areas of confidence, communication and emotional resilience. The nursery's forest school provision is a particular strength. It is inclusive and accessible for all ages of children. Children eagerly search for bugs, lift logs and share discoveries. They show an impressive knowledge of nature as they excitedly recall how 'bees do a dance to tell their friends where the nectar is' or compare the differences between frogs and toads.

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

- Leaders and staff have a shared vision for excellence that includes aspirational targets for every child. The curriculum is expertly designed to build on children's knowledge progressively across all areas of learning. For example, leaders and staff make excellent use of their morning 'pow wow' meetings. They share insights, adapt provision and agree on focus activities so that every learning opportunity is maximised. This collaborative approach strengthens the impact of the curriculum and supports every child to flourish.
- Children's early communication and language skills are given the highest priority. Staff promote a rich environment that supports a love of story, songs and conversation. They model language with precision, ask thought-provoking questions and respond sensitively to children's ideas. Staff place an impressive

focus on supporting the youngest children to gain confidence in their communication, such as through the use of signing. This highly inclusive approach enables babies and toddlers to express their needs, make choices and feel understood before they can communicate with confidence verbally.

- The curriculum for outdoor learning is exceptionally well planned and expertly delivered. Children benefit from regular access to a well-resourced woodland area, where they are supported to explore the natural environment, develop physical skills and build emotional resilience. For example, staff with specialist teaching qualifications deliver individual sessions with a clear focus on safety, skill development and independence. Children become deeply engaged and demonstrate excellent concentration and perseverance. They listen intently, learn how to handle tools safely and show great pride in their creations.
- Leadership at all levels is strategic and forward thinking. It ensures that all staff have the training they need to continue to be highly effective. Staff continually enhance their practice through high-quality professional development and supervisions. For example, staff took part in a study visit to Iceland to explore approaches to outdoor learning and risk-taking play. This has inspired staff to adapt the curriculum for outdoor play for all ages. As a result, children benefit from purposeful adventure and play opportunities that build confidence, resilience and problem-solving skills to an exceptional level. This is particularly beneficial for children's next stage of education.
- Children's personal development is exceptional. Staff help children to understand the importance of being healthy and leading safe, active lifestyles. They successfully promote children's deep understanding of and respect for different cultures, faiths, types of families and relationships. Leaders and staff have high regard to promoting children's mental well-being. Staff create small group activities, which successfully supports children's movement through creative play. During these times, they encourage children to roll, stretch and collaborate through a series of uninterrupted child-led games. This has been highly supportive in developing a safe space for children to express themselves and develop self-awareness and confidence. It has also contributed very successfully to the high levels of self-regulation demonstrated by children.
- Leaders place a strong focus on working with families. They actively seek parents' views when planning next steps and use home observations to enrich assessments. Staff provide regular updates and collaborate with parents on matters that affect children's health or development. Parents attend family days and learn about the benefits of the curriculum. This very successfully supports consistency in care and learning.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY553515
Local authority	Oxfordshire
Inspection number	10392419
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	81
Number of children on roll	151
Name of registered person	Little Dots Daycare Ltd
Registered person unique reference number	RP910482
Telephone number	01993358323
Date of previous inspection	21 August 2019

Information about this early years setting

Little Dots Daycare North Leigh registered in 2017. It is located in estate parkland at Eynsham Park, near Witney, Oxfordshire. The nursery is open on weekdays from 7.30am to 6pm, throughout the year. It provides funded early education for children aged from nine months to five years. The nursery employs 29 members of staff who work with children. Of these, one holds a qualification at level 5, 15 staff hold a qualification at level 3 and four staff hold a qualification at level 2. The nursery employs a cook and a forest school lead.

Information about this inspection

Inspector
Melissa Cox

Inspection activities

- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector and the member of staff carried out a joint observation of a communication and language activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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