

# Little Oaks Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY337128
<b>Inspection date</b>	14 March 2007
<b>Inspector</b>	Janet Marie Thouless

<b>Setting Address</b>	Winterbourne Way, West Durrington, Worthing, West Sussex, BN13 3QH
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<b>Registered person</b>	Little Oaks Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Oaks Pre School has offered sessional care since 1991 and opened on this site in 2006. It is situated within The Laurels First School, Durrington, West Sussex. The pre school consists of two bright purpose built -play rooms, kitchen, toilets and an office. All children have access to the pre school's own enclosed outdoor area and use of the school's playground, apparatus and landscaped areas.

A maximum of 26 children aged two to five years may attend the pre-school at any one time. There are currently 40 children from two to five years on roll. This includes 27 funded children. The group is open each weekday from 09:00 to 11:30 and 12:30 to 15:00; offering a lunch club from 11:30 to 12:30 term time only. Children attend a variety of sessions. The setting has a strong commitment to support children with additional needs and children who speak English as an additional language.

There are five full time members of staff who work with the children. One member of staff is a qualified teacher and all other staff hold relevant early year's childcare qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy and are protected, because the pre school follows effective health and hygiene guidelines and procedures. Children learn the importance of good hygiene practice; for example, hand washing before and after meals, messy play and toilet routines. Therefore, children increase their independence and personal care successfully through consistent daily routines and support from the staff team. Younger children are changed on clean changing mats, staff wear gloves and dispose of nappies appropriately. Anti-bacterial cleaners are used effectively to sanitise toilets and nappy changing mats. This helps to minimise the risk of cross infection to children.

Children who are infectious do not attend which helps prevent the spread of contagious diseases. Sufficient staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Parents give prior written consent to administer medication if required to ensure children receive the correct dosage according to their needs.

Children are developing a good understanding of food that is good for them through well planned topics. Their independence is promoted as they self select from a wide range of fruits and pour drinks from jugs at snack time. Individual dietary needs are discussed with parents, to ensure all children receive a diet, which is appropriate for their individual needs and well being. Snack times are sociable and relaxed occasions.

Children develop a positive attitude to exercise and participate in daily activities helping to increase their understanding of the benefits of vigorous play and fresh air. They ride and manoeuvre wheeled toys in the outdoor area and use the indoor climbing apparatus with good control and co-ordination. They participate with great enjoyment in an exercise class, listening well to instruction and move with good control and co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, safe and secure environment because the pre school takes positive steps to ensure the safety of children. The organisation of resources and equipment means that children move around safely and independently to access available resources on offer. Children enjoy playing with a wide range of good quality resources and participate in a broad range of activities which help them to progress in all areas of their development.

Children are cared for in a safe environment. There is a good security system in place for the safe arrival and departure of children and to protect children from intruders. Children are kept safe whilst moving around the pre school because staff are well deployed and provide children with good levels of supervision. There are effective procedures for completing risk assessments to protect children from potential hazards. Children are developing a good understanding of keeping themselves safe because of the gentle but firm reminders from staff members.

Children are well protected because the staff team understands their role in safeguarding children. Effective procedures advise parents of their responsibility and the staff team know how to record and refer any concerns. Up-to-date contact details regarding a referral are

recorded in child protection procedures. This ensures the nursery acts in the best interest to safeguard the welfare of the children in their care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive happy and are eager to participate in the good range of play and learning activities on offer. All children enjoy a stimulating, bright and child centred environment in which they have opportunities to enjoy structured and free flow play in welcoming surroundings. Younger children are helped to settle by staff who are attentive and sensitive towards their individual needs. Children arrive happy, confidently wave good-bye to parents or carers, join in main activities or make individual choices in their play.

Young children show enthusiasm and thoroughly enjoy a diverse range of exploratory and imaginative play experiences. For example, children explore the texture of shaving foam, happily spooning it into pots and pans and show great delight when squeezing the mixture through their fingers. They use their imaginations well by caring for their dolls or making tea in the role play area. They show good concentration skills as they try to catch a fish using the magnetic fishing rods. Staff support children well, providing them with plenty of praise and encouragement. They help children express their thoughts and ideas and follow their individual interests and allow children time to acquire and practise new skills.

### **Nursery Education.**

The quality of teaching is good. All staff have a sound knowledge and understanding of the Foundation Stage and support children's progress through the stepping stones. They plan and provide a broad range of stimulating activities and experiences across the six areas of learning. Children enjoy getting fully involved in focused activities, which are planned to ensure they are suitable for all children to participate in at their own pace. The teaching skills of staff ensure the activities provide interest to the children, helping them to become focused, able to resist distractions and to persist for some time. The methods of teaching provide challenge and staff have realistic expectations and support children to enable them to achieve as much as they can.

Children arrive and settle quickly, seek out friends during play and welcome them into the pre-school by name. They are becoming confident learners as they move between and ask to join in activities on offer. Children explore descriptive language in group discussions and are confident to express their thoughts, feelings and ideas. There are many worthwhile opportunities within play for children to scribe for a purpose, link sounds and letters and for children to begin to write their names on their own individual work. Children benefit from the wide range of books in the welcoming and comfortable book area; books are stored at low level and are easy for children to access. Children enjoy stimulating stories either read with staff, friends, or as a larger group. They know to handle books correctly, turn pages carefully and show interest in their content.

Children gain confidence in using numbers in their play and during daily routines. They respond enthusiastically to challenges such as matching and sequencing and enjoy activities, which extend their mathematical vocabulary, for example during water play, number rhymes, stories and through discussions with staff. Older children are beginning to identify addition, and subtraction in a fun and interesting way. Children work well together, for example the children learn to use programmes on the computer through guidance from staff and happily share and

take turns. Children develop and improve their physical skills through a variety of experiences, which include, use of an indoor climbing frame and participation in an exercise class. Children have many opportunities to use a wide range of resources and media to make pictures, collages and models. They delight in making 'Humpty Dumpty Eggs' and 'Rabbit Finger Puppets' when celebrating the arrival of spring and Easter.

Children are making good progress towards the early learning goals in all of the six areas of learning. Staff use a flexible approach to planning and provide a good balance of adult and child led activities, therefore children learn at their own pace. The planning provides a broad and balanced range of stimulating activities and experiences across all areas of learning. However, the planning does not include the outside area to extend children's learning outdoors. Staff use children's assessment records effectively to identify children's starting points, monitor and record children's achievements to plan experiences, which take them to the next steps in their learning.

### **Helping children make a positive contribution**

The provision is good.

All children are cared for by staff who work effectively with parents to meet individual children's needs. Staff ensure children with additional needs and their families are made to feel welcome and are fully integrated in to the life of the pre-school.

Children demonstrate a sense of belonging as they share their experiences about their own lives and families. They are introduced to other cultural traditions through planned activities, which help to develop a positive attitude and respect for others. There are some resources available such as books, puzzles and small world figures. However, these are not sufficient to provide children with a positive view of the world around them. Children are treated with respect, helping them to feel good about themselves and become confident learners. They show a strong sense of belonging, developing their self-esteem as achievements are celebrated by displaying their work on the walls.

Staff have high expectations of children's behaviour and foster a calm, secure, caring environment. Children behave well; they play together harmoniously and are polite to each other, to adults and to visitors. Overall, the pre school helps individual children learn to recognise and value their own needs and those of others and to understand when to behave appropriately, which fosters their spiritual, moral, social and cultural development.

The partnership with parents is good. Parents receive good quality information on the service on offer and play an active role in their children's learning. Opportunities are provided for parents to liaise with staff to discuss children's achievements and curriculum plans are shared so parents are able to support children's learning at home. Parents receive detailed information on the Foundation Stage relating to the six areas of learning. Parents and carers spoken to praised the very welcoming, caring and nurturing pre-school environment.

### **Organisation**

The organisation is good.

Children are cared for by experienced qualified staff who have been appropriately vetted to ensure they are suitable to work with young children. Space is well organised and children move freely between the different learning and play areas in each room. Staff are well deployed in each room allowing children to receive appropriate adult attention. Induction training, policies

and procedures work well in practice ensuring the efficient and smooth management of the pre school.

Leadership and management are good. The effective leadership and management of the provision and the educational programme enable children to make good progress through the stepping stones towards the early learning goals. Management ensure staff are motivated and well trained; therefore staff have a sound understanding of the Foundation Stage and stepping stones. Management have a clear vision for the nursery education, they set clear directions for continual improvements in the organisation of nursery education and the outcomes for children. Management promote an inclusive care and learning environment in which every child matters. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend the current range of resources that depict diversity.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop outdoor play space to ensure children access a range of learning opportunities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)