

# Twin Oaks Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	109612
<b>Inspection date</b>	22 June 2007
<b>Inspector</b>	Pamela Woodhouse
<b>Setting Address</b>	Waterloo Youth Centre, Kitchener Crescent, Poole, Dorset, BH17 7HX
<b>Telephone number</b>	01202 693288
<b>E-mail</b>	
<b>Registered person</b>	Twin Oaks Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 satisfactory. 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?

Twin Oaks Pre-School opened in approximately 1990 and operates from the main room and associated facilities at Waterloo Youth Centre which is situated in the Hillbourne area of Poole. There is an enclosed outdoor grassed play area at the front of the premises. A maximum of 26 children may attend the setting at any one time.

The setting is open term time each week day from 09:00 until 11:45 followed by a lunch club from 11:45 until 12:45. In addition there is an afternoon session on Mondays and Thursdays for children aged between two and three years from 13:00 until 14:30. During the summer term only there is a session for four-year-olds on Fridays from 12:00 until 14:30.

There are currently 47 children aged from two to under five years on roll. Of these, 32 receive funding for early education. The setting supports children with English as an additional language.

The setting employs seven members of staff. Of these, six hold appropriate qualifications and one is currently working towards a relevant qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is actively promoted. Staff take appropriate steps to prevent the spread of infection thereby reducing risk and there are good hygiene routines with which all children are familiar. For example, they learn to understand that washing their hands before eating and brushing their teeth afterwards helps to keep them healthy. Appropriate records in relation to the children's health such as, their medical or dietary requirements are kept to ensure that they are cared for according to their individual needs. Regular cleaning routines means that toys and resources used by the children are maintained in clean condition and suitable for use.

Healthy lifestyles are promoted through regular routines and a range of indoor and outdoor activities. Children play outside, weather permitting, where they are able to exercise by playing with equipment such as hoops, balls and balancing beams. They have plenty of space to move around and exercise indoors. For example, they enjoy joining in with action songs, games and having occasional use of the parachute which helps to develop their large muscle skills. Children are developing good eating habits as they choose from a range of healthy snack options which always include fresh fruit and/or vegetables and salad items. Parents are encouraged to reinforce this by providing their children with nutritious packed lunches. Children have access to drinks throughout the session and can help themselves to water at any time.

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

The provision is satisfactory.

Children's safety is satisfactorily promoted due to the staff's effective supervision and the provision of a generally safe and secure environment. Children are able to move around their environment freely and safely and appropriate steps are taken to prevent accidents. These include regular risk assessments in addition to a daily check of the premises before the children arrive. Children are familiar with the fire drill routine and know what to do should a real emergency arise, however, the practice of leaving the key in the front door and not always making sure the kitchen and garden areas are secure compromises their safety on some occasions. Children are beginning to take responsibility for their own safety and that of others such as tidying away their toys to reduce tripping hazards. They learn about safety through their activities and from discussion, for example, talking about road safety and wearing seat belts when travelling in a car.

Children access a wide range of clean, well maintained, age appropriate toys and equipment, some of which they are able to access independently. Staff take into account the suitability of toys and equipment when purchasing new items and, as a result, children are able to use resources which are safe and offer appropriate challenges.

Children's welfare is satisfactorily safeguarded. Staff understand their role in child protection and have suitable procedures in place to help them with this task.

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

The provision is good.

Children settle quickly on arrival and enjoy their time in the setting. They are eager to learn and make independent choices about what they do, confidently attempting new and familiar

experiences. For example, exploring the texture of sand dough and completing puzzles of varying degrees of difficulty. They have a warm relationship with staff who are committed to giving children different experiences and offer them regular praise and encouragement for their achievements. Children are involved in a wide range of activities which offer appropriate challenges and which help them to progress. For example, activities are adapted to suit the stage of development of the under-three-year-old children to enable them to have similar experiences as their older peers but provide appropriate challenges commensurate to their level of ability. These include simplified stories, puzzles, role play and creative activities. Children embrace the companionship of their peers and play exceptionally well together. They invite others to join them in their play and work industriously together, respecting each others' ideas and incorporating these into their activity.

Nursery education.

The quality of teaching and learning is good. Staff demonstrate a clear understanding of the Foundation Stage curriculum and plan a wide range of activities which promote children's progress and learning. They ask open ended questions to promote children's thinking and to develop their cognitive skills, providing opportunities for them to initiate and carry through their own ideas. For example, staff provide children with large cartons and no instructions about what to do with them. Some children use them as a jack-in-the box and others work cooperatively planning what they are going to do and finding the resources such as scissors, selotape and drawing materials to make and decorate vehicles. This demonstrates that children are trusted to make good choices and are able to 'work' with minimal adult input. Children's progress is monitored effectively and observations are used to plan for the next steps in their learning. This ensures that they are able to develop at their own pace.

Children concentrate well because their activities captivate and interest them. They have a good sense of community, inviting their peers to join them in their activities and are developing good self care skills and independence. Children have a good range of vocabulary which they use with confidence to initiate conversations with their peers and with adults. They are developing early reading skills by listening to stories and enjoy using props to help illustrate familiar tales such as Goldilocks and the Three Bears and are beginning to recognise their names. Some children are able to form recognisable letters and spontaneously name their own pictures. Children's early maths skills are developing well because they have many informal opportunities through their everyday routines and activities to practise these. They are able to differentiate by size and quantity and recognise a range of simple shapes.

Children have many opportunities to use a range of tools to promote their small muscle skills such as pencils, scissors, paint brushes and sand tools. They have good hand/eye control, for example, using tongs to serve their snacks and threading small shapes onto counting rods. However, they have less opportunities to develop their large muscle skills because there are few resources to enable them to climb or use wheeled toys. Children have free access to several computers which they use confidently and competently. Some children have good mouse control and can follow the programme instructions without adult input. Others are less sure and receive appropriate adult support to complete. Children are able to explore their local environment as they hunt for bugs in the garden and monitor the growth of carrots which they have planted. They enjoy visits to local attractions such as Farmer Palmers where they can have close contact with various farm animals and enjoy tractor rides.

Children use their imagination well. They enjoy acting out familiar roles in the role play area such as shopping and constructing models from a range of boxes and cartons which they then

use to travel on an imaginary journey. Children explore different textures such as clay and dough to which staff add other ingredients to provoke discussion, for example, adding sand to the dough which changes the texture and its malleable properties.

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

The provision is satisfactory.

Children are valued and their needs satisfactorily met. Information is gathered from parents about children's specific needs and preferences to enable these to be planned for by their key worker. There are suitable procedures in place to support children with learning difficulties or disabilities, however, systems are not sufficiently developed to support the range of languages of the children attending. Children's awareness of the wider world is satisfactorily promoted through activities to celebrate some festivals such as Christmas and Diwali and posters displaying positive images of culture and a range of family groups.

Children are well behaved and have a strong relationship with their peers and the adults who care for them. They play cooperatively and are learning to consider the needs of others through sharing and taking turns, positively welcoming their peers to join them in activities. Staff praise the children regularly for their achievements and treat them with respect and courtesy, they respond very well to this approach and in return, are polite and respectful towards others.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents receive comprehensive information about the setting and its policies and procedures so that they are fully aware of the aims and practices. They receive termly activity plans setting out which stepping stones they relate to and are encouraged to help their children learn at home by following through the activities to consolidate their understanding. For example, of colour, shape and number. This ensures that parents are aware of what it is their children are learning and to be involved in this. Parents are encouraged to join the committee to help shape how the setting is organised and to support staff through fund raising to enable them to carry out their work effectively. Parents are encouraged to share what they know about their children's learning and have frequent opportunities to discuss their progress. This can be informal at the beginning or end of a session, during planned open days and by formal appointment. They are able to see their children's progress notes at any time so that they are fully informed about how their progress is developing.

### **Organisation**

The organisation is satisfactory.

The provider meets the needs of the range of children for whom it provides. Children's well-being is suitably promoted. Appropriate procedures are in place for the recruitment and selection of suitable adults to care for them and staff have relevant qualifications and experience. They also attend training events to ensure that they are kept up-to-date about current and planned future working practices. Children are supported well because adult: child ratios are higher than the minimum required which enables staff to provide individual and small group support. However their welfare is sometimes compromised because some records do not contain sufficient detail to clearly describe what happened or how issues were resolved and the storage of their personal information is disorganised and not easy to locate quickly. Space is used effectively to maximise play and learning opportunities for the children and the setting's policies and procedures are regularly reviewed and updated to take account of changes to requirements.

Leadership and management of the nursery education is good and children are making good progress towards the early learning goals. Staff work well as a team, sharing roles and responsibilities and meeting regularly to plan activities. As a result, they know which activities successfully challenge and motivate the children. Staff are well supported by the committee and their performance is monitored through annual appraisals which also identifies their training and development needs for the coming year. The whole management team continually seek to improve the quality of what they do for the children's benefit. For example, future plans include improvement of the outside play provision. Children's assessment records are regularly updated by their key workers who monitor the children's achievements and development. This practice also enables them to plan effectively for the next steps in children's learning.

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

At the last care inspection the provider agreed to: ensure that fire procedures are clearly understood and that fire drills are practised regularly; that the toilet area is safe and free of hazards; review the organisation of routines to maximise children's learning opportunities and maintain their concentration in group situations; use appropriate behaviour management strategies; ensure the system for recording the administration of medication includes all required details and that confidentiality is maintained.

The provider has addressed these issues by; reviewing the fire evacuation procedures and ensuring that these are understood by all staff so that they are able to evacuate the children in an emergency situation; fire drills are practised regularly with the children so that they are familiar with the routine; the heating system has been replaced and the children are now able to use the toilet areas safely; children are able to make independent choices throughout the session to maximise their learning and as a consequence their behaviour and concentration is much improved; medication records are sufficiently detailed and stored in a secure file to maintain confidentiality.

At the last nursery education inspection the provider agreed to: provide opportunities for children to distinguish one sound of a letter from another; improve staff deployment in large group situations; improve children's access to creative resources; develop systems for sharing children's written records of progress with parents.

The provider has addressed these issues by; introducing children to phonic sounds through activities such as finding objects that start with the first letter of their name, they enjoy doing this and scour the playroom for objects that match in this way; staff are effectively deployed throughout the session which means that children are supervised very well at all times; children have independent access to a range of creative resources as well as focussed activities which they do with a member of staff; parents have regular opportunities both formally and informally to see and discuss their children's progress records and as a result are able to help with their learning at home.

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

Since the last inspection 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.

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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):

- ensure that policies and procedures are effectively implemented so that children's safety and security is not compromised
- ensure that there are effective systems in place to support the diversity of children's first language
- ensure that records relating to accidents, incidents and safeguarding children give a clear indication of what happened and the action taken
- consider the organisation of children's personal records and parental consents to ensure that they can be located easily and quickly

#### 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):

- provide more opportunities for children to use wheeled toys and climbing equipment (also applies to care)

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)