

Little Oaks Pre-School

Inspection report for early years provision

Unique Reference Number	120104
Inspection date	17 January 2008
Inspector	Lynne Elizabeth Lewington
Setting Address	The Grove School, Chobham Road, Frimley, Camberley, Surrey, GU16 8PG
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Registered person	The Trustees of Little Oaks Pre-School
Type of inspection	Integrated
Type of care	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.

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 was established in 1976. They are registered to care for 36 children aged two to five years for sessional care. The group is run by a voluntary committee.

The pre-school is open on Mondays to Fridays from 09.15 to 12.00 and 12.45 to 15.30 Monday, Tuesday and Thursday during term times only. Currently 62 children are on roll. The children come from the local community of the Frimley area of Camberley. The setting supports children who speak English as an additional language, and children with special educational needs. There are 43 children who receive funding for nursery education.

The pre-school is based in a purpose built portakabin in the grounds of The Grove Primary School. The group use two classrooms with 18 children in each. There is a kitchen and toilets attached and children have direct access to an enclosed outside play area.

There are 10 staff who work at the pre-school on a full and part time basis; of these, five staff hold the Diploma in Pre-school Practice (DPP) or National Vocational Qualification (NVQ) level three, one qualified teacher, one Montessori teacher, and three staff are unqualified. A member of staff is undertaking the foundation degree. The majority of staff hold current first aid

certificates. The pre-school has a close working relationship with the school. Staff receive support from the Early Years advisory teacher from the Early Years Development and Childcare Partnership (EYDCP). The group is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Exceptional care is taken to promote children's good health. Children enjoy opportunities to develop their physical skills both indoors and out as the daily routine provides the children with fresh air and physical activity in all but the most inclement weather. Children develop their fine movements well through a range of planned indoor activities such as building with bricks, using paint brushes, pencils and feathers to make marks and using construction toys and tools. Outdoors they run, climb, throw foam Frisbees and balls developing their co-ordination and balance. Children demonstrate increasing control as they carefully use the magnifying glass to look at creatures. Staff encourage and challenge their skills appropriately.

Staff seize opportunities to encourage the children's awareness of their bodies and understanding of positive health routines. An excellent high level of good hygiene is promoted within the setting helping to prevent the spread of germs. Children learn sensible hygiene routines such as the importance of hand washing after toileting and before food, many undertaking the task independently. They develop an excellent understanding of how to promote their own health through healthy eating and exercise. Children talk about their bodies, for example they show awareness of their heart beat after physical activity and that some foods help them to grow healthy bones.

Snack times provide an enjoyable social occasion where children share healthy snacks of fruit or vegetables and drinks of milk. Parents all provide a healthy item for snack each week ensuring the children experience a variety of foods. Staff recognise the importance of ensuring children have drinks of water to prevent dehydration and remind children particularly in hot weather to drink frequently. Children grow vegetables and eat their produce increasing their understanding and awareness of where food comes from.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The very well maintained, spacious, attractive setting provides a safe play environment where children's interest and learning is promoted well. The setting has an excellent range of age appropriate good quality toys and equipment for both indoor and outdoor play.

Excellent care is taken to promote children's safety through simple daily routines and careful planning. Adults talk to the children about why behaviour may be hazardous and are extremely protective of the children. A member of staff constantly checks the numbers of children ensuring that there is sufficient staff to care for them appropriately, as they move between the two rooms and outdoor play environment. Children know the simple rules and boundaries which help to promote their safety in the setting, for example not running, or climbing on the furniture. Some children remind others of the rules and why. Comprehensive risk assessments and regular fire evacuations all help to ensure the children are safe in the environment. Sensible routines at the start and end of the session ensure that children are collected by the appropriate people and messages relayed to staff.

Children's welfare is further safeguarded very effectively due to the staff teams awareness of child protection issues and the action they must take if they are concerned about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very confident and relaxed in the pre-school. The clear routines enable them to be fully aware of what is available for them to do, and to feel safe, secure and confident in the environment. Staff get to know children well by gathering detailed information from parents. This enables plans to be made to meet children's individual needs. Sensitive care is evident in all the interactions between staff and children, children share information about their lives and staff listen and respond attentively. Staff encourage children's listening and thinking abilities very well through daily group routines.

Nursery education.

The quality of teaching and learning is good. Staff maintain excellent development records supported by their meaningful observations, this enables a very good understanding of each child's needs and progress. Planning links well with the children's individual development and provides appropriate opportunities for each child to make good progress. Staff meet informally at the start of each session and share information important to children's particular learning needs.

Children have good opportunities to develop their communication, language and literacy. Speaking and listening skills develop as they interact with adults in planned activities both individually and as a group. Many speak out in group activities sharing their ideas with others. Children enjoy many opportunities to make marks for a variety of purposes using pencils and paint. Many recognise their own names at snack time and identify some letters relevant to their names. They enjoy books and stories, and use the pictures to help them understand and recognise the story.

Children enjoy many opportunities throughout their play to count, think about position, pattern and shape. Number beads on the wall with their corresponding numbers are enjoyed by the children as they independently feel and count the beads. Staff encourage the children's understanding and mathematical language as they count with them and play simple maths games. Children use developing mathematical language and ideas as they use sand and water. For example, they talk about 'on top' and 'at the bottom', 'full up' and empty. Number rhymes and songs help to reinforce their understanding of quantity.

Children independently access paint and paper and enjoy the experience of creating their own pictures. They enjoy singing action songs and many do the actions with great enthusiasm developing their imaginations and expression. Children enjoy using construction toys with bolts, screws and tools; they add and join pieces skilfully. Children enjoy dressing up and acting out imaginary and their life experiences. Children's independent creativity is sometimes limited by the staffs concern to keep children safe. For example, children are not allowed to build high towers with duplo.

Children's knowledge and understanding of the world is encouraged in a number of ways. They enjoy the interest table where Darla the fish is kept. They use magnifying glasses to look at her and at the other insects on show. Books are displayed attractively at the table to support

the children's learning. Children use magnifying glasses in the outdoor environment to look independently at mini beasts. They have access to a variety of computer technology on a planned basis. Staff draw children's attention to the weather and they talk about how it affects them.

Children separate from parents happily and quickly engage in the activities and routine of the setting. Some children show increasing awareness of the needs of others. They are beginning to learn to share and take turns as they play in the home corner and play organised games with an adult. Children talk about their families, friends and past events. They show interest in photographs and recognise their friends.

Whilst children make their own choices in their activities and move freely between the rooms the spacious setting has only one small interest table for children to independently access. Interest tables provide opportunities for children to experiment extend their natural curiosity and develop awareness and understanding in all areas of learning.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. The setting takes positive steps to promote equal opportunities, good behaviour and positive partnerships with parents. Staff are friendly and welcoming making both children and parents feel at ease. Children develop their awareness of the community around them and the people that help us. They learn about traditional and cultural events relevant to different people. This helps to foster respect and understanding of others. Sharing detailed information about individuals enables needs to be met professionally and sensitively. Excellent care is taken to ensure children with additional needs receive all the help and support they require to develop to their full potential. The enthusiastic staff work closely with other professionals, and information is shared with staff in order that consistent help and encouragement is appropriately provided.

Behaviour is excellent children know the boundaries and respond to the adults well. They learn to share, take turns, and show respect for others through the staffs excellent example.

Partnership with parents is good. Parents speak very positively about the service offered, they feel the staff are approachable and they are kept well informed of the children's progress through annual formal and informal discussions if requested. The management and trustees provide valuable open afternoons in order for new parents to view the setting and make informed choices for their children. Whilst parents have basic information about the activities children undertake insufficient information and ideas are available for them to support and consolidate their children's learning at home.

Organisation

The organisation is good.

Leadership and management are good. This very well organised setting has the support of a helpful committee and chair person. Staff are all very clear in their roles and each day the familiar routine enables the children to make the best of their short time at the pre-school. Planning is detailed and ensures every child has appropriate opportunities to develop well. The enthusiastic well trained and experienced staff team ensure every child has meaningful and enjoyable play experiences at pre-school. The available resources are used extremely well and excellent care is taken to promote children's health and safety. Children experience many

opportunities to enable them to develop skills which will enable them to make a positive contribution to society.

All the relevant documentation is available to meet regulatory legal requirements, however further improvements are required to the complaints policy and parent's permission has not been sought to seek emergency medical advice and treatment. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection recommendations were made to improve children's access to water, improve the accident records and to ensure a member of staff had training to undertake the role of SENCO. Children now have a water fountain to drink from and are encouraged to use it to prevent dehydration. A member of staff has undertaken training in order to help the children with additional needs. The accident records contain all the required information to provide a clear record of any accident.

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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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):

- improve the complaints policy to include the address and contact number of the regulator
- obtain consent for emergency advice or treatment from parents

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):

- improve children's opportunities to explore interesting resources independently
- further develop opportunities for parents to participate and consolidate their children's learning

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