

Oasis Pre-School

Inspection report for early years provision

Unique Reference Number	EY269349
Inspection date	08 November 2007
Inspector	Alison Jane Kaplonek
Setting Address	Surbiton Hill Methodist Church, 39 Ewell Road, Surbiton, Surrey, KT6 6AF
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Registered person	Nailah Tasneem Ahmad
Type of inspection	Integrated
Type of care	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.

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?

Oasis Pre-School has been open since 1975 but has been under new management since September 2003. It operates from a room within Surbiton Hill Methodist Church in Surbiton, Surrey. The premises are within easy reach of local shops, schools and parks. The A3 and Surbiton railway station are close by. There is a fully enclosed garden available for outdoor play.

The pre-school opens five days a week, term time only, Monday to Friday 08:30hrs to 15:30hrs.

The registration is for 20 children, between the ages of two years and five years, at any onetime. At present 46 children attend, of these 17 are in receipt of nursery education funding. Children attend for a variety of sessions. Seven staff work with the children, all of whom hold early years qualifications. The setting receives support from the local Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play a very positive role in keeping themselves healthy and learning about healthy living. They regularly discuss which foods are good for them during snack time and independently take themselves to the toilet and wash their hands. Children are provided with a nutritious range of snacks, such as fruit and vegetables, at each session, which they often help to prepare. They bring their own lunches if they choose to stay for lunch club. They enjoy the social interaction with their friends and staff during snack and lunch times. They are regularly offered drinks and are able to access the water jug at any time.

Children are well protected by staff who follow effective procedures and practices, such as wearing gloves when nappy changing and recording accidents or the administration of medicines. Registration forms include information regarding children's allergies and dietary needs. Permission is obtained from parents to seek emergency treatment or advice, although these are sometimes not kept on the premises.

Children take part in a wide range of activities which promote their physical development. They enjoy their outdoor play time when they practise a variety of skills such as pedalling, climbing and balancing in the safe and varied outdoor area. They confidently use a wide range of small equipment to increase their manipulative skills, such as scissors, pencils, brushes and construction kits and are gaining in control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are very well cared for in a rich, child centred environment. Access to the premises is safe and secure and closely monitored by staff. Effective use of the available space both inside and out enables children to move freely, as they confidently access well maintained toys and play materials. Staff are very vigilant and reduce the risk of accidents by ensuring that procedures are adhered to at all times. For example, the front gate is locked as soon as the children have arrived and small moveable fences are erected to ensure that children cannot access the stairs or the heaters. Comprehensive risk assessments are carried out on the premises and for outings to the library or the local area. Children are familiar with the fire evacuation procedure which they practise regularly within the pre-school.

Children are extremely well protected by staff and managers who have a very clear understanding of child protection procedures and keep local contact numbers accessible. A comprehensive policy is shared with staff and parents. Staff also regularly share information about accidents and incidents with parents ensuring that children's care and welfare are of paramount importance.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children show a real enthusiasm for learning and thoroughly enjoy their time at pre-school. They are very happy and involved in their learning and play and are highly motivated by the excellent range of stimulating resources and activities provided each day. They listen attentively to staff as they tell them which activities are available for the session and are keen to take part.

Staff are particularly good at allowing the younger or less confident children time to settle and become familiar with the routine of the pre-school. They provide excellent support and children quickly begin to feel secure and able to participate. Children form positive and caring relationships with each other and the staff. They confidently ask questions and request assistance.

Nursery education.

The quality of teaching and learning is good. Children are making good progress in all areas of learning because of the staff's knowledge of their individual needs. They benefit from staff who have a good understanding of how children learn and extend their learning using positive teaching and questioning. For example, they talk to children about the sounds made by fireworks and introduce new words such as bang, wizz and zoom. Staff provide an environment where children have a wide choice of practical activities and are learning through play. They use the outside area well to expand and extend the learning environment and children enjoy painting the fence with water or looking at books. Children's work is valued and used for display purposes, providing a colourful and stimulating environment. The new planning system covers all areas of learning and includes clear learning intentions. Although these do not include differentiation for the older or more able children, staff are aware of this and are working towards including more detail to ensure that children reach their full potential.

Children are confident speakers using language to initiate and organise their play. They use language to explain what they are doing, for example discussing which piece of the construction set they need to build a crane. They enjoy listening to stories in large groups, and concentrate well. Most children are beginning to be able to recognise the letters in their names as they self register when they arrive. All children use marks to represent their ideas and some children are beginning to write recognisable letters or their names. Children count confidently, some to over ten. They explore shape, size and quantity through practical activities, such as solving puzzles or completing a shape sorting game. They use language such as "more" or "less" when they count the number of boys and girls present.

Children regularly explore and investigate, both in the varied outdoor environment and within their local community. For example, they collect leaves while out for a walk and then use these for printing and painting. Children have opportunities to use information and communication technology to support their learning and many can complete simple programmes on the computer. Children use their imaginations well in numerous play situations, for example during role play, when mixing paints or designing and making during art and craft work. They explore colour and texture when using collage materials or feeling the corn flour gloop. Children enjoy exploring the different sounds made by musical instruments and have a good repertoire of songs. Children talk about their families and themselves and are learning about the customs of others.

Helping children make a positive contribution

The provision is outstanding.

All children are welcomed and fully included in the routine of the pre-school. They play an active part in the selection of activities and resources, and help to tidy up. They are able to operate independently within the environment, accessing the toilets, pouring their own drinks or helping to prepare the snack. Their individual needs and personalities are valued by staff, who continually praise their good behaviour and positive achievements, such as good listening or sharing. As a consequence, children behave very well. Children have high levels of confidence

and self-esteem. They are able to express their needs and feelings as they ask for assistance, or tell staff they are tired or unhappy. They develop very good relationships with adults and their friends. Children with learning difficulties and/or disabilities or English as an additional language are welcomed into the pre-school and provided with the appropriate support to enable them to access the wide range of resources. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Parents are kept extremely well informed about the setting and their children's progress and activities, through information boards, regular newsletters and daily discussion with staff. They are involved in their children's learning as they take part in the parent helpers rota or come into the pre-school to share their own knowledge and expertise. They find staff very approachable and feel able to discuss any issues which may arise. They are offered the opportunity to give their views on the running of the pre-school through the completion of a questionnaire each year.

Organisation

The organisation is good.

Children are settled and happy in the organised environment. They are cared for in secure, safe premises where staff are appropriately checked and qualified. However, there is no system in place to record this information and original documents are held by the registered person. Staff work directly with the children, are well deployed and understand their roles and responsibilities, ensuring that children's individual needs are well met. They know the children well and know which children are due in at each session, completing daily registers each time. Good essential records, such as registration forms and a complaints log, are kept on site and shared with the parents. Children benefit from organised and committed staff who regularly update their training. A good range of policies and procedures which are shared with both staff and parents, means that the pre-school meets the needs of the range of children for whom it provides.

Leadership and management is good. There is a clear management structure within the pre-school. All staff and management are committed to providing care and education of a high standard and are keen to take on any new initiatives. They ensure that evaluation of the provision for nursery education is carried out during regular staff meetings.

Improvements since the last inspection

At the last inspection, the pre-school were asked to ensure a record of complaints is maintained. There is now a log kept of complaints and a clear procedure is in place. They were also asked to ensure medication records are maintained in a confidential manner and all entries are acknowledged by parents or carers. Any medication administered is now recorded on individual sheets and entries are signed by parents or carers.

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):

- ensure that documents relating to permission for the seeking of emergency treatment or advice are kept on the premises at all times.
- ensure systems to record CRB checks adhere to data protection legislation.

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):

- continue to develop the assessment and planning system to ensure that all children are reaching their full potential.

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