

# Little Oaks Pre-School & Out of School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY364356
<b>Inspection date</b>	01 July 2008
<b>Inspector</b>	Clare Stone
<b>Setting Address</b>	Grounds of Stella Maris RC Primary School, Parkfield Road, Folkestone, Kent, CT19 5BY
<b>Telephone number</b>	07773 988936
<b>E-mail</b>	
<b>Registered person</b>	Little Oaks Early Years Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 & Out of School Club is one of three settings run by Little Oaks Early Years Ltd. It opened in 2008 and operates from a mobile unit in the grounds of Stella Maris Roman Catholic Primary School in Folkestone, Kent. A maximum of 20 children may attend the nursery at any one time. The setting is open each weekday from 08:00 to 15:00. The pre-school is open during term time only; the out of school club, providing before and after school care as well as play schemes, will be open all year round. All children share access to a secure enclosed outdoor play area.

There are 35 children aged from two to five years on roll, 28 of whom receive funding for nursery education. Children come from the local community. The setting is able to support a number of children with learning difficulties and/or disabilities as well as children who speak English as an additional language. The setting employs four staff. All staff, including the manager, hold appropriate early years qualifications. They receive support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Good daily routines ensure children wash their hands automatically after visiting the toilet and messy play. This helps them understand the need for good personal hygiene. Children take themselves to the toilet and see to their own personal needs. Children understand the importance of keeping healthy. Topics such as 'Ourselves' help children understand the need for a balanced diet and sufficient rest. Parents give prior written consent to administer medication, which ensures children receive the correct dosage. Children who are infectious do not attend thus preventing the spread of contagious ailments.

Children receive snacks that are healthy, such as fruit and raw vegetables. This encourages children to develop healthy eating habits. There is also a list so the children do not receive the same snack all the time. This allows children to try new food and experiment with their likes and dislikes.

Children move confidently and in a variety of ways. They are competent when using the large equipment. They show good coordination when jumping, running and balancing. They respond and move enthusiastically during music and movement sessions. Children's fine motor skills are developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes.

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

The provision is good.

Children arrive happily and settle well. Displays of children's work show that staff value children's contributions. Children benefit from playing in a spacious, well organised environment. This allows them to move around and play safely. They have easy and safe access to a good range of toys and resources that are appropriate for their age. Toys and resources are carefully selected to ensure they are suitable for the children. Regular risk assessments, indoors and outdoors, ensure children's safety. Good staff interaction helps develop children's awareness of safety within the setting, for example, gentle reminders from staff encourage the children not to run. Security is very good and ensures children are unable to leave the premises without a suitable adult. Children and staff have a good understanding of the procedures to follow in the event of a fire because these are practised regularly. Staff have a good understanding of child protection issues and possible signs of abuse. This ensures staff quickly recognise when a child is being abused and can act in the child's best interest. The policy reflects the staff's commitment to protecting the children in their care.

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

The provision is good.

Children enjoy a good range of activities that are stimulating and well balanced for all ages. The activities include a mix of quiet and active games, some adult-initiated and some free play. All help children to make progress in all areas of learning. Children relate very well to staff and to each other. They confidently approach staff for support, indicating trusting relationships are being built. Staff talk to the children about what they are doing and respond to the children's interests. Staff are aware of the Birth to three matters framework and plan the activities based on what children enjoy doing. This ensures the emphasis is on having fun.

## Nursery Education

The quality of teaching and learning is good. Staff encourage personal independence, for example, children can pour their own drinks and try to dress themselves. Children behave very well and respond to requests for good behaviour. They understand the rules within the nursery and abide by them. This ensures good relationships and harmony. Children are beginning to understand differences in their lives to others around them, and they talk happily about their home life and family.

Children are developing good listening skills. They are able to sit still and concentrate when appropriate and really enjoy story time. During the inspection children have the confidence to stand up and sing made up songs. Staff gave them praise and encouragement to help build their self-esteem. Children enjoy books and handle them carefully. They spend time 'reading' and sharing books with friends and can relate well-known stories by looking at the pictures. Some children recognise simple words on labels around the room.

Children's understanding of space, shape and measure is developing well. They recognise the properties of simple shapes and make patterns using craft activities. They use appropriate mathematical language during free play activities. Children are encouraged to count during everyday activities, for example, counting out cups and plates at snack time. Children can recognise a group of three objects without counting.

Children are encouraged to investigate their surroundings using their senses. They play guessing games that explore objects and sounds. Children have good cutting skills and have free access to an art area where they can practise important skills. Although the children have access to a computer this was not used at all during the inspection. Regular access to a computer encourages good mouse control and develops hand and eye coordination. Children are beginning to understand past and present. They discuss people, places and events in their own lives. Children are happy to talk about themselves and their families.

Children use their senses to explore and describe experiences such as tasting and smelling food, listening to music and feeling a range of textures. They experiment with sound and enjoy clapping out rhythms. Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences.

Staff create a stimulating environment where children can play and have fun. They plan a range of activities based on real life situations that help children progress in all areas of learning. Staff interact well with children supporting their learning in the role play area by asking questions. This helps children organise their thoughts and extend their creative ideas. Staff encourage children to make choices by making the toys and resources easily accessible. Staff record achievements in children's profiles. This helps the staff plan for each child to ensure their learning and developmental needs are met. All staff are made aware of the next steps for each child so they can support, guide and facilitate learning

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

The provision is good.

Children can access all activities. Staff ensure all children are encouraged and supported so they can make best use of the experiences and activities on offer. Staff are good role models, helping children learn the importance of showing respect for all. There are plenty of resources

that reflect positive images of all aspects of society. This means children learn to acknowledge and accept differences. Children's spiritual, moral, social and cultural development is fostered.

Premises and activities are adapted for children with learning difficulties so they can experience a wide range of stimulating activities appropriate for their level of ability. Staff are able to use Makaton, which helps children who have learning/hearing difficulties. There are individual education plans in place to help support children's learning. This means children's individual needs are met and continually assessed.

Children benefit from praise and encouragement and from some basic ground rules which are consistently applied. Parents are kept informed of any behaviour issues and work alongside the nursery to ensure continuity of care.

The partnership with parents and carers is good. All relevant information is gathered on the registration form to ensure children are cared for according to parents' wishes. Parents contribute to an initial assessment of their child to ensure staff have a good knowledge of individual needs and achievements. This enables staff to build on what children already know. Parents also receive good information about the Foundation Stage curriculum. The information outlines what children are expected to learn and how they will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning. The nursery has an open door policy and encourages parents to pop in whenever they wish to discuss any concerns.

### **Organisation**

The organisation is good.

Leadership and management are good. Children benefit from playing in a nursery that is well organised. There are comprehensive policies and procedures that are available for parents and staff to read. The recruitment procedure is robust and all staff have completed checks through the Criminal Records Bureau. All staff who work with the children hold a childcare and first aid certificate. All mandatory documentation is in place. However, the medical and accident records do not have one page for each child, which means details are not kept confidential. Staff who work with the Foundation Stage curriculum have a good knowledge of how to plan effectively and use differentiation to include all children's needs.

Staff work well together as a team and know the children well. There is an appraisal system in place and the manager is already looking at ways to improve this working pattern with the staff. This helps ensure she meets the needs of the staff as well as the children. Staff strengths and weaknesses are known; the manager encourages staff to attend training to help complement these areas. There is a clear induction programme for staff. There is a detailed operational plan but it is not organised, although it works well in practice.

The nursery meets the needs of the range of children for whom it provides care.

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

Not applicable: this is the first inspection since registration.

### **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):

- ensure medicine and accident records are recorded using one page for each child
- re-organise the operational plan

#### **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):

- increase children's access to information technology

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)