

Little Oaks Pre-School

Inspection report for early years provision

Unique reference number 219985
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Inspector Marion Wallace

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Oaks Pre-School School opened in 1967. The pre-school serves the community of Brackley and surrounding villages. It is situated on the site of Brackley Church of England Junior School. It operates from two classrooms in a converted bungalow. They use the adjoining school hall and playground for further physical activities. It is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register.

A maximum of 50 children may attend at any one time. There are currently 101 children aged from two to four years on roll. The pre-school is open each weekday from 09.15 to 12.00 and 12.45 to 15.30. A lunch club is also available for children staying for the afternoon session. There are currently no children with learning difficulties and/or disabilities and no children who speak English as their second language. There is a secure outdoor area currently used by the pre-school and this includes a grass area.

The pre-school employs 14 members of staff. Almost all staff hold appropriate early years qualifications. There is wheelchair access. The pre-school receives support from the mentor teacher from the local authority. They have achieved Level 1 of the Pre-school Learning Alliance accreditation scheme.

Overall effectiveness of the early years provision

The overall effectiveness of the Little Oaks Pre-School and its capacity for continuous improvement is outstanding. Children achieve exceptionally well and they blossom in the positive, warm, caring, friendly and stimulating learning environment. They enjoy their time at the school immensely because it is superbly led and managed and all adults are skilful practitioners who bring out the best in every child. Little Oaks is a very inclusive setting and consequently, all children settle in well, learn to consider the needs of others and behaviour is exemplary.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve storage of equipment and resources for outdoor learning areas so that all children can access the resources more easily.

The leadership and management of the early years provision

The provider is very experienced and she leads an enthusiastic, well-qualified team extremely well. The school is superbly organised and runs smoothly, consequently children's learning and welfare are outstanding. Safeguarding and child protection procedures are robust. All welfare requirements of the EYFS are met. Excellent

planning ensures children experience a range of exciting activities and rigorous tracking and assessment ensures all children are challenged in all areas of learning indoors and outdoors.

The provider and all her staff have an excellent understanding of the strengths and weaknesses of the provision. Continual monitoring and high quality evaluation ensures that any improvements, such as children's access to the outdoor resources are clearly identified. Documentation, assessment and recording on a daily basis are excellent consequently, adults recognise and respond extremely well to individual needs.

The provider is committed to improving her knowledge base and that of her staff. There are excellent staff-to-children ratios and this contributes effectively to the quality of the care provided. The school works extremely well with parents and support services to ensure children benefit from the best possible care. Parents are unanimous in their praise and appreciation of the school describing it as 'Excellent! Brilliant they all love it'. Parents are extremely supportive and very pro-active helping to organise events for the children, parents and families. These events are extremely popular and well attended.

There is an excellent range of resources and these are well used. The school, however, is keen to improve and extend storage for outdoor resources to enable children to have easier access to the resources. The school makes very effective links with any extended services that are needed to support children who have learning difficulties and/or disabilities. All required written policies and procedures are in place, regularly updated and well written. They are easily accessible and are shared with staff, parents and visitors. Staff have an excellent understanding of safety and take rigorous care of the children, ensuring that any risk is minimised. All children have their own file which is shared with parents and children. Communication with other early years settings and the local primary school is excellent.

The quality and standards of the early years provision

Children are cared for extremely well because adults have an excellent understanding of creating a safe and exciting learning environment in which risk is minimised and children learn to take care of themselves. Children are guided and use equipment and resources safely and staff ensure that any risk is minimised while ensuring learning opportunities are maximised, for example children really enjoyed sweeping up the large puddle in the playground, feet clad in Wellington boots and all appropriately dressed for a cold, wet January day. They learnt about floating and sinking objects, making a dam, constructing a bridge, how the force of the water can make waves and how the onion plants need water to grow. Opportunities for children to select all their resources themselves in the outside environment, however, are limited because of the current storage arrangements. The school is aware of this and has plans to improve and extend access to outdoor resources for all children.

Children make excellent progress in all areas of learning and development because

they thoroughly enjoy the well-planned activities. Excellent relationships with adults and parents ensure all children settle easily into the school routines and feel safe and secure. Adults ensure that there is an appropriate balance between children making purposeful choices about their activities and being directed and guided. Children use a range of materials and tools to create their own individual pictures which are all labelled and displayed attractively for example, 'I made brown' 'A snake in the long grass'. Adults use questions extremely well to challenge and extend children's knowledge. In the role play doctors surgery for example the younger children responded to questions such as, 'Does the patient need oxygen?'. The computer and digital camera are used very well to extend learning and develop observation skills.

Children learn to eat healthily because they are encouraged to select a range of fruit snacks. The outdoor area provides excellent opportunities for children to engage in energetic activity and develop their physical skills. Children gain excellent knowledge of their local community through visits to their local post office and schools. They develop awareness of the wider world when celebrating Divali, Chinese New Year, Easter and Christmas. Behaviour is exemplary because expectations are extremely clear, routines are well established and children enjoy every minute of their time in school. Children make excellent gains developing their relationships with each other and with adults. They make outstanding progress developing skills and knowledge for later life. Children's ability to use the computer is very well developed.

Children are encouraged to tidy up at the end of the session and they respond to this task sensibly and responsibly. All staff support the children's learning extremely well and, as a result, children are keen to talk to their friends, engage in imaginative play and express their ideas through painting, drawing and collage work. Learning is reinforced through simple action songs such as 'Pigs in the pantry' and 'Five men in a flying saucer'. Children know and sing the songs with great enthusiasm.

Children use the equipment sensibly and safely. There is always a generous ratio of adults to children and this helps to create a safe and supportive environment. Staff know the children extremely well and plan interesting activities, assessments of the outcomes of these activities are recorded on a daily basis and used for future planning. Each child has their own file in which adults, parents and children contribute. These are very popular with everyone and children regularly find their own file and look at their own progress.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.