

Little Oaks Pre-School

Inspection report for early years provision

Unique reference number	EY337128
Inspection date	29/04/2009
Inspector	Deidre Crutchley
Setting address	Winterbourne Way, West Durrington, Worthing, West Sussex, BN13 3QH
Telephone number	01903 694700
Email	
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 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).

Description of the setting

Little Oaks Pre school opened in 1991 and moved to its current site in 2006. It is situated within The Laurels First School, Durrington, West Sussex. The pre school consists of two bright purpose-built play rooms, a kitchen, toilets and an office. There is disabled access. All children can use the pre-school's own enclosed outdoor area, as well as the school's playground, apparatus and landscaped areas. There are links with the Early Years Foundation Stage within the school. The pre school is registered on the Early Years Register and a maximum of 26 children aged between two and five years may attend at any one time. There are currently 44 children from two to five years on roll. The pre school is in receipt of funding for the provision of free early years education. The setting is open each weekday from 09:00 to 11.30 and 12:30 to 15:00; offering a lunch club from 11:30 until 12:30, term time only. Children attend a variety of sessions. The setting has a strong commitment to supporting children with additional needs and children who speak English as an additional language. There are six members of staff work with the children. Of these one member of staff is a qualified teacher, four have recognised early years qualifications and one is currently training.

Overall effectiveness of the early years provision

The quality of the provision is good. Little Oaks provides a warm and inclusive provision where children are happy, confident and settled. Staff know children well and are sensitive to their individual needs. Partnerships with parents are good. Informal self assessment ensures that plans for the future bring about improvements to the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further enhance children's access to varied outdoor play and make sure that children are able to choose whether to play inside or outside
- continue to develop the self evaluation process, reviewing new initiatives to ensure they have a positive effect on children's learning and development

The leadership and management of the early years provision

The two experienced and capable supervisors lead an enthusiastic team effectively. The pre school is well organised and runs smoothly, consequently, children's learning and welfare are good. Clear and positive policies and procedures relating to the safeguarding of children ensure that their best welfare is promoted at all times and recruitment systems meet statutory requirements. Risk assessments are routinely carried out on areas that children use.

Staff observe the children at play and make useful evaluations of their interests and achievements. This information is then easily accessible to all staff, making sure that future planned activities build on children's individual interests and prior learning. For example dinosaurs became a planned topic as children enjoyed talking about them. Observations and photographs form part of each child's individual learning journal, which identifies the child's next step in learning. The supervisors are at an early stage of using new self-evaluation procedures which is taking some time to become effective. However, as reflective practitioners they work well with their highly committed team to recognise the pre school's strengths and weaknesses and bring about change. Recommendations from the previous inspection have been met and future improvements are targeted well. For example the planned further development of the outside area will enable the children's independent skills and ability to plan for all areas of learning. At this stage, the pre school's self assessment, although effective to some extent, and having a positive effect on children's learning and development, is not a robust system. It is planned that the new assessment and observation procedures will be reviewed more effectively, using the new system, to ensure that the procedures are having the anticipated effects.

Parents and carers are very supportive of the pre school and are happy with the care given and information they receive about their child's care, learning and development. The pre school provides periodic questionnaires for parents to help improve practice and parents are encouraged to let the pre school know about their child's specific interests. Children new to the pre school settle in well because induction procedures are good. There are good links with the first school and transition to the reception class is well planned for. Staff are proactive in developing links with agencies and other providers to support children's progress.

The quality and standards of the early years provision

Children enjoy a range of activities that they are interested in and that help them to learn and develop. They are confident and well behaved, responding to adults' calm manner and constant praise. The setting is particularly successful in making learning activities fun and enjoyment clearly motivates children very well in their learning. Children take pleasure in manipulating play dough, developing extensive imaginative play and using construction and computer skills to good effect. Staff know the children well and engage sensitively with them as they play. Adults are particularly skilled at enriching the progress children make in language through the use of challenging and pertinent questioning. Activities such as singing, creative play, listening games and story telling are enhanced using focussed questioning. As a result learning and development in this area is good, given children's starting points.

There is a variety of good quality resources available inside the pre school and a good mix of child initiated and teacher led activities there, ensuring that children make good progress towards the early learning goals, given their starting points. However, at the moment, children cannot go to the outside area whenever they choose to do so and the outside activities are not as well resourced as inside, which hampers their learning.

Children are developing good practices that promote a healthy lifestyle and an awareness of keeping safe. This includes choosing healthy food during role play. Children are given opportunities to develop their physical skills each day as they take part in a range of activities and carefully use the large climbing equipment inside. Children are given opportunities to develop their understanding of the wider world through recently purchased resources.

In this caring environment, children join in, are confident make friends and are happy learners at play. All children are sensitively encouraged to take part and develop their understanding. For example when singing 'The Speckled Frog Song' children make good progress in their counting skills. As a result of focussed teaching, children's learning and development in all areas of learning is good. This good quality learning contributes well to children's next stage of education.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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