

Little Oaks Pre School & Out of School Club

Inspection report for early years provision

Unique reference number	EY364356
Inspection date	09/06/2009
Inspector	Victoria Turner
Setting address	Grounds of Stella Maris RC Primary School, Parkfield Road, Folkestone, Kent, CT19 5BY
Telephone number	01303 850205
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).

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 & 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. All children share access to a secure enclosed outdoor play area. The setting maintains links with the primary school.

The setting is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare register. A maximum of 20 children may attend the nursery at any one time and of these, none may be under two years at any one time. There are 35 children on roll aged from two years to five years, 30 of whom receive funding for nursery education. The setting is open each week-day from 08:00 to 17:30. 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, is open all year round. Children come from the local community and the setting.

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.

Four staff are employed all of whom hold appropriate early years qualifications and first aid certificates. The building can be accessed via a ramp and there is a disabled toilet.

Overall effectiveness of the early years provision

The overall quality of the provision is good. The setting provides outstanding care for the children and staff take rigorous measures to ensure that children are well protected and safe from harm.

This is an inclusive setting where the uniqueness of each child is recognised, enabling the children to learn and develop through active individualised learning. Excellent partnerships with parents, carers and other professionals ensure that the children's welfare and learning needs are met. The on-going self-evaluation process means that the setting has a good capacity to improve and plans for the future are well targeted.

What steps need to be taken to improve provision further?

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

- further develop the outdoor learning environment and provide a covered area for access in all weathers
- ensure copies of policies and procedures are on site and readily accessible

The leadership and management of the early years provision

The setting is well organised and runs smoothly because of the manager's effective leadership. Staff have appropriate early years qualifications and regularly undertake additional training. Good staff to children ratio means that children are adequately supervised at all times. Rigorous policies and procedures for safeguarding children meet government requirements and ensure that children are kept safe, however these need to be easily accessible and on site for parents to see. All visitors' identity is checked and the premises are secure with an intercom system. Thorough daily risk assessments of both indoors, outdoors and before visits help to keep the children safe.

All recommendations from the last inspection have been addressed. Targets for further improvements have been identified through the on-going self-evaluation process which takes into account the views of parents, carers, staff and children. These include further ways of sharing information, opportunities for creativity, a sand pit and a sensory garden.

The setting has excellent partnerships with parents and carers and works particularly well with other professionals to promote inclusion. These include the primary school, specialist teaching service, social services, the advisory service and the childcare development officer, thus ensuring that all children are well cared for and have their needs met. Parents are kept well informed through written and verbal communication. They say that the provision is 'excellent', 'staff are friendly' and 'easy to approach'.

The quality and standards of the early years provision

Children make good progress because the learning environment is welcoming, stimulating and well organised. They choose their own activities and are independent in accessing resources that they need. Children share a warm, caring relationship with their adults and are encouraged to solve their own conflicts through discussions with adult support. Each child is allocated a key person who is responsible for their welfare and meeting their individual needs. Staff are implementing the learning requirements of the Early Years Foundation Stage.

Children's personal, social and emotional development is promoted exceptionally well and is a strength of the setting. Well established routines enable children to feel comfortable and confident in their environment. The key people use regular observations to inform their planning of the next steps in the children's learning. Children's progress is recorded at the back of their 'Learning Journey' books, which is well supported by photographic evidence. This is shared with parents, who make their own contributions.

Children develop skills for the future as they enjoy participating during story-time. They sing songs and make marks with a variety of tools. A print rich environment helps children recognise letter shapes and understand that print carries meaning. During registration, children count how many children are attending that day. They

develop their understanding of mathematical language. 'Are there more girls or more boys?' They learn one Makaton sign a week, allowing the inclusion of children with speech delay. Children now have access to a computer and programmable toys. They problem-solve and make decisions when they go outside, for example 'Do we need our coats today?'

The outdoor area offers opportunities for painting, sand and water play. Climbing frames, a slide, tricycles, scooters, bats and balls offer good opportunities for children to develop their physical skills. There is no cover for the area and this prevents use in all weathers. A lack of resources to stimulate and extend children's play and exploration outside limits opportunities for them to discover for themselves. Visits to the local park, the duck pond and fire station, contribute to the children's knowledge and understanding of the world.

Children develop a good understanding of how to stay healthy through 'My Body' topic and sort pictures for healthy lunches. They have daily healthy snacks of fresh fruit or vegetables and water or milk. They have wholemeal bread and a choice of peanut-butter, marmite or honey. Individual dietary and cultural requirements are taken into account when preparing snacks. Parents are encouraged to make healthy packed lunches for the children. Personal care is a high priority and children are taught how to wipe their own noses, wash their hands before snacks and after using the toilet and brush their teeth after lunch. They develop a strong awareness of safety through road safety role-play, stranger danger discussions, supported by visitors talking about other aspects of keeping safe. Children are taught to care for the environment and tidy up after activities. They recycle paper and used items from home. Clear boundaries mean that children know what is acceptable behaviour and therefore behave very well.

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?	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?	2
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?	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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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