

# Twin Oaks Pre-School

Inspection report for early years provision

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**Unique reference number** 109612  
**Inspection date** 12/03/2010  
**Inspector** Carole Argles

**Setting address** Waterloo Youth Centre, Kitchener Crescent, Poole, Dorset,  
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**Telephone number** 01202 693288

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Twin Oaks Pre-School opened approximately 20 years ago and is committee run. It operates from the main room and associated facilities at Waterloo Youth Centre which is situated in the Hillbourne area of Poole, Dorset. There is an enclosed outdoor grassed play area at the front of the premises.

The pre-school is open on weekdays during school term times. On Mondays and Thursdays opening hours are from 9am until 3pm. On other days, the sessions run from 9am until 1pm.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two to under eight years may attend the pre-school at any one time. There are currently 40 children aged from two to four years on roll. The pre-school currently supports a number of children who have special educational needs and / or disabilities and children who speak English as an additional language.

There are six members of staff who work with the children, all of whom hold appropriate early years qualifications to NVQ level 3. The setting provides funded early education for two, three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at this pre-school where their unique needs are generally met effectively. They take part in a wide variety of activities and make good progress in their learning. Most of the policies and procedures necessary to meet legal requirements and keep children safe and healthy are implemented effectively. Staff work closely with parents and others to ensure that there is continuity in children's care and development. They have a positive attitude towards the continued improvement of the provision and through their monitoring and evaluations have identified areas for further development.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that Ofsted is informed of any change to the individuals who are members of the governing body within 14 days of the event occurring and provide the required personal details (Suitability of adults) 31/03/2010

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

- ensure that the outside area is always checked thoroughly before use to minimise risks to the children's safety
- review the planning and organisation of group activities to ensure that children's individual needs are met effectively at all times
- review the use of the outdoor play area and extend the range of activities provided there to support all areas of children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

The staff are fully aware of their roles and responsibilities to the children and work effectively together so sessions run smoothly for them. Most of the policies and procedures necessary to safeguarding children's welfare and safety are in place. However, Ofsted has not been informed of changes to the registered management committee or been provided with details of the new members. Therefore, the committee has not met a specific legal requirement. There are clear recruitment procedures in place and all members of staff have been vetted. They have a sound understanding of how to safeguard children from harm and know what to do if they have concerns about their welfare. They keep the premises secure and staff are vigilant and ensure that people who have not been checked never have unsupervised contact with the children. Staff create a more welcoming and child-friendly environment through use of use posters, pictures and providing named coat pegs for each child. They organise the main hall well to provide a variety of activities from which the children can choose. Staff carry out appropriate risk assessments of the premises and before outings to minimise the likelihood of accidental injury to the children. Although daily checks are carried out, they do not always ensure that all litter, such as discarded cans, is removed before children use the outdoor area.

There is continuity in the children's care and learning and their individual requirements are met because the staff work effectively with parents and others who work with the children. The parents and staff maintain a good two-way flow of information through informal discussions and diaries. Termly meetings provide a time when parents can discuss their child's progress and future learning in more detail with their key person. Staff involve parents in their child's learning by suggesting activities that they can continue at home and, on occasions, lending resources. There is good support for children who have special educational needs. Staff establish close links with other professionals, including speech and language therapists and staff at other settings, and work effectively with them to plan a consistent approach to the child's development. Resources, including books, puzzles and photographs, that reflect the backgrounds of children at the preschool as well as the wider community are in continual use. Children celebrate festivals that are meaningful to them and find out about the traditions of others. This helps them become accepting of diversity. Appropriate support is given to children who speak English as an additional language and staff provide information in home languages to aid communication with their families.

Issues highlighted at the last inspection have been addressed and this has increased children's safety. Staff show a good commitment to their continued

professional development and frequently undertake relevant training. They work closely with external advisors and have successful systems in place to help them monitor and evaluate the effectiveness of the provision. This allows them to identify and focus on improvements that will have most benefit to the outcomes for the children. For example, recently they held fundraising event so they can purchase additional outdoor play resources.

## **The quality and standards of the early years provision and outcomes for children**

The children enjoy their time at the nursery and gain many skills that help them in their future lives. They are comfortable with the staff and readily go to them for assistance. Most are confident and speak readily to others, talking about themselves and asking questions. They use their imaginations well in pretend play activities. For example, during an imaginary ride on a magic carpet, they listen attentively and are keen to express their ideas about what they can see. Many children show good concentration and persistence during self-chosen and adult-led activities. They overcome difficulties as they play manipulating construction pieces until they fit together. The staff make very good use of number rhymes and other opportunities to help them learn to count and solve simple number problems. Children take part in many activities that will help them learn to read and write successfully. They enjoy painting and drawing and take part in activities so they gain good hand-eye coordination. Staff value their achievements and encourage them to make mark or write their own names when signing cards for their mothers.

Staff observe the children as they play to see what they can achieve and they up to date records of their development. Generally, they have a good understanding of their abilities and achievements. This allows them to identify the next step in their development and to adapt activities well to their individual requirements. However, some group activities do not provide appropriate levels of challenge for the youngest children who are reluctant to join in.

The children begin to find out how to keep safe and healthy. They help to carry out daily checks on the premises, ticking off pictures on a list of possible hazards. They learn good hand-hygiene routines and know this is important to stop them becoming ill. Good dental care is promoted and children clean their teeth after their morning snack. They play outside daily where they gain new skills, for example, learning how to throw and catch balls. However, staff do not make full use of the outdoor area to support other areas of their learning or allow children opportunities to choose to be outside for longer periods. The children generally behave very well and play cooperatively together, sharing fairly. Staff remind them of their expectations at the beginning of the session or if they start to show any unwanted behaviour. The children are encouraged to become independent and are given small responsibilities. They serve themselves from a variety of health foods at snack time and sometimes help with the washing up.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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