

# The Oaks Pre-School

Inspection report for early years provision

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**Unique reference number** EY401193  
**Inspection date** 08/06/2010  
**Inspector** Gillian Sutherland

**Setting address** The Oaks Primary School, Rochester Drive, ELLESMERE  
PORT, CH65 9EX

**Telephone number**

**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*.

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## **Description of the setting**

The Oaks Pre-School was registered in 2010. It is privately owned and managed and operates from a self-contained unit within The Oaks Primary School in Ellesmere Port. Children have shared access to a large hall and the school grounds. The single-storey building is accessible to all and children share access to secure outdoor areas.

The pre-school is registered on the Early Years Register to provide care for a maximum of 28 children. It is open each weekday from 8.30am to 3pm during the school terms and operates holiday playschemes. There are currently 55 children on roll in the early years age range. The pre-school is able to support children with special educational needs and those who speak English as an additional language.

The pre-school employs seven members of staff, six of whom hold early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for by experienced and dedicated staff who ensure they are fully aware of each child's individual needs through detailed discussions and the completion of appropriate documentation with their parents, prior to care commencing. Staff have familiarised themselves with the Early Years Foundation Stage framework and begun to observe, assess and support children as they make good progress in their learning and development. To ensure continuity of care for the children attending and to meet the requirements of the Early Years Foundation Stage framework, staff have developed a working partnership with other early years providers also delivering this framework. A detailed self-evaluation of the pre-school highlights not only its strengths but also areas for improvement.

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

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

- update the safeguarding policy to ensure it fully complies with current legislation and guidance
- develop further children's learning journey files, which identify their progress and development.

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

Children and their parents or carers are greeted warmly by the staff as they arrive at the pre-school. The committed staff team is experienced and appropriately qualified. The staff's knowledge and understanding of the Early Years Foundation

Stage framework ensures that they plan and implement an activity programme that is interesting, challenging and fun.

Staff have started to develop a learning journey for each child, with the help of a teaching adviser and their own curriculum member of staff. Parents can see the written and pictorial evidence plus the range of activities undertaken and any progress made. Key worker staff make time to talk to parents about their child's learning journey and development. Parents and carers have many other opportunities to contribute to the pre-school activity programme. Designated members of staff are aware of the need to liaise with other professionals when applicable to support children who may have special educational needs and/or disabilities. Pre-school staff have already developed effective links with the staff from the adjoining school, including the Reception class teacher and the headteacher.

The required policies, records and documents are in place and most of them have been reviewed to reflect any changes in legislation and guidance; however, the safeguarding policy does not fully comply with the current guidance and legislation. The file containing the pre-school's policies and procedures is available to parents at any time. All areas both indoors and outdoors of the pre-school are risk assessed each day, thus ensuring the premises are safe. There are systems in place to ensure children are able to play safely both indoors and in the outdoor play area. All toys and resources accessed by the children are checked to ensure they are safe and clean at all times.

Staff are keen to undertake further training as this becomes available and all staff work well together as a team and are good role models for the children present.

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

The creative organisation of the play space encourages purposeful play and exploration and enables children to make independent choices and to be active in instigating their own play. Children quickly and confidently leave their parents or carers to go and explore the many different activities that are set out by staff each morning prior to their arrival. All interactions between staff and children are very positive and staff actively support children's learning and positively interact with children in their activities. For example, children wanted to help as they were creating flags relating to the different countries playing in the World Cup. Although this week's activities had been linked to the country China, children were over the coming weeks going to look at the flags and customs of other countries. The pre-school's activity programme and the resources available include some which positively support children's awareness of diversity, thus ensuring they become aware of the needs of others. For example, some of the role play resources illustrate to children how the use of a wheelchair may help some adults or children who cannot walk.

Children thoroughly enjoy their outside play in the very spacious and very well-equipped outdoor play areas. Here children can run around freely on the grassed

area, ride their bikes or just be a passenger on the back of the trucks. They push their dolls and prams on the paved areas and learn to climb and balance as they access the equipment. Children are developing awareness about healthy eating and, as part of a 'being healthy' project, they have grown their own strawberries, which they plan to eat as part of their snack sessions. Snack time is a very important part of the day when each member of staff sits with a small group of children who learn to serve each other with the plates and cups before offering each other the plates and dishes containing the morning or afternoon snack. The children sit and talk to each other and to the member of staff about what they have been doing during the day what they might be doing after they have left pre-school to go home.

Children develop their sensory awareness as they can go and sit quietly in the sensory room and watch as the different coloured lights flicker and move up and down the tubes. They can also listen and relax to some gentle music as they access this area. They eagerly go to whichever area they want and enjoy having tea in their home corner or building a tower using interlocking and different coloured bricks and cubes. Children freely access the computer and quickly learn how to skilfully manoeuvre the mouse until the desired picture or game appears on the screen. They play with threading beads and cubes skilfully developing their hand and eye coordination. Children follow examples shown by staff, who are extremely good role models. Children behave well and learn to share and take turns when playing games. They respond well and cooperate with simple tasks, such as 'tidy up time', when the tambourine is shaken. During registration time children enjoy singing a song together in which they greet all the children present. Children enjoy a wide range of fun and interesting activities and they take great delight in using the pre-school's real and pretend cameras as they capture photographs of their favourite toys and also of each other as they play. The activity programme is varied and includes a range of adult- and child-led activities. Staff observe and assess the children as they play and are able to link the different activities into the six areas of learning, and they have begun to record these observations in the children's learning journey.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2
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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