



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY221807

DfES Number: 530402

### INSPECTION DETAILS

Inspection Date	13/07/2004
Inspector Name	Louise, Caroline Bonney

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tiny Oaks Pre-School
Setting Address	Oakridge West Community Centre c/o Oakridge Infants School Basingstoke Hampshire RG21 5RR

### REGISTERED PROVIDER DETAILS

Name	Tiny Oaks Pre-School
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### ORGANISATION DETAILS

Name	Tiny Oaks Pre-School
Address	Oakridge West Community Centre Upton Crescent Basingstoke Hants

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Tiny Oaks Pre-school opened in 1998, and is a registered charity run by a parent committee. The pre-school operates from the community hall, and has twice-weekly use of the adjoining schools' hall and part of their grounds daily for outdoor play. The group is situated on the outskirts of Basingstoke, and serves the local housing estate.

There are currently 37 children from 2 years 9 months to under 5 years on roll. This includes 16 funded 3-year-olds and 16 funded 4-year-olds. Children attend for a variety of sessions, and possibly all day. The group supports children with special needs, and is able to support children who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 09:15 until 11:45, and 13:00 until 15:30, Monday to Friday, with full day care provision should there be sufficient demand.

There are four full-time staff working with the children. Of these, two have early years qualifications to the equivalent of level three, and one is currently on a training programme for a level two qualification. The setting receives support through the Early Years Development and Childcare Partnership. Staff attend local meetings with schools and preschools, and seek support from the Area Special Educational Needs Co-ordinator and the Pre-school Learning Alliance development worker.

### How good is the Day Care?

Tiny Oaks Pre-school provides good care for children. The operational plan is effective, and there are sufficient staff trained in early years. The premises provide a safe and warm environment for children, but would benefit from additional lighting. Children also benefit from the use of the adjacent schools' grounds and hall for more physical play. Children have access to a wide range of equipment and resources, although opportunities need to be provided to use large equipment. Documentation is in place to help the safe and efficient running of the group, but some additions are required.

The staff are vigilant in ensuring the children's safety, and have routines in place which help children learn about good hygiene. Children enjoy a wide range of healthy snacks and drinks. Staff give children with special needs very good support, and have a clear understanding of child protection issues.

Staff develop good relationships with the children, who develop friendships with each other and settle well. Staff provide an interesting and stimulating balance of activities, indoors and outdoors, which children are keen to participate in. Staff reflect cultural diversity in activities, although methods to support those with English as an additional language need reviewing. Children who have special needs fully participate in all activities and receive good support. Staff have effective behaviour management strategies, which children respond well to.

The preschool develops good relationships with parents. They are able to join the management committee or take part on the helper rota. They receive good information about the setting through visits, the prospectus, letters sent home, and the notice board. They are initially shown the policies and procedures, but receive no written information about them. Staff share documentation and records with parents, and they attend termly keyworker meetings to discuss their child's development.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff use the premises flexibly and are vigilant in promoting the children's safety. They often divide the hall in half, which allows the safe and uninterrupted use of resources appropriate to the children's different developmental stages, such as woodwork or board games. Children are taught how to safely use equipment such as hammers or scissors. Parents share information about any existing injuries, and child protection is given priority during the induction of new staff.
- Staff plan a wide range of activities which are well-resourced, and which children enjoy participating in. They make sandwiches and cakes, concentrate well during well-supported role play, and enjoy listening to stories in small groups. In the school hall they practice country dancing, while outside they run, use cars and sit-and-rides, and jump into hoops. Children and staff sit together for sociable snack times. They enjoy tasting a wide range of nutritious foods, such as fruit, naan bread or croissants.
- Children who have special educational needs are fully integrated within the group. They participate in all activities, and staff liaise closely with parents and other agencies to ensure their continual development.
- Staff encourage good behaviour by setting clear and consistent rules and boundaries. They praise and encourage the children, and children share well, organising between themselves whose turn is next.
- Parents feel welcome by the group, and well informed about their children's

progress. They attend a series of sessions to support their children's learning, such as keep fit, country dancing, making Easter bonnets, action rhymes and sing-song.

#### **What needs to be improved?**

- documentation, improve system for providing information to parents about the policies and procedures held by the setting, and ensure permissions for seeking emergency medical advice/treatment are in place for all children
- provision of natural and artificial light to the premises
- opportunities for children to use large apparatus to climb, swing and slide
- methods for supporting parents and children with little understanding of English.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

##### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Improve provision of natural and artificial light to the premises.
14	Review documentation, to develop a system for providing parents with written information about the policies and procedures held by the setting, and request parental permission for seeking emergency medical advice/treatment for all children.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Tiny Oaks Pre-school provides provision which is acceptable and of good-quality. Children are making generally good progress towards the early learning goals.

The teaching is generally good. Staff have a very good understanding of the early learning goals. They plan a stimulating range of activities with clear learning intentions, and extend them for more able children. They resource activities well, but have insufficient use of large equipment for physical play. Children progress well towards the early learning goals, although some children with English as an additional language require further support. They present activities with enthusiasm, and manage the children well. All staff keywork the children, and give very good support to children with special needs. They observe and evaluate the children's learning, and identify their next steps. The new achievement record in place for next term will better record their progress towards the early learning goals.

The leadership and management is very good. The new committee is committed to developing a strong partnership with parents and staff. Together with the supervisor they seek and act on parents' opinions and external advice, and are working towards accreditation with the Pre-school Learning Alliance. The supervisor has a strong team of staff who work collaboratively. They are keen to develop their knowledge and skills through attending additional training. The management team has clear aims for future development, which includes the introduction of the new child achievement record.

The partnership with parents is very good. Parents receive good information about activities, the setting and the Foundation Stage. They are well informed of their children's progress through the termly keyworker meetings, and are able to contribute to their children's development records. Methods for sharing information with families who have little English need to be reviewed.

### **What is being done well?**

- The staff develop good relationships with parents, who are kept well-informed of their children's progress. They are keen to involve parents in their children's learning, and use many different approaches. These include a home diary, keyworker meetings, fundraising events for equipment, a parent rota, special open sessions to share activities which promote particular areas of learning, and activities to be done at home.
- Staff have a good understanding of the early learning goals, and plan and evaluate the curriculum well. They plan and promote children's skills very well in personal social and emotional development, communication language and literacy, mathematics, knowledge and understanding of the world, and creative development. Staff extend planned activities well for children's abilities, and have a clear understanding of individual children's next steps for

learning.

- Children with special needs are well supported, and included in all activities. Staff liaise with parents and outside agencies to ensure suitable activities are available to promote their development. Parents exchange information daily and at the half-termly meeting with the keyworker, and through the home diary.
- Staff use excellent strategies to manage children's behaviour, which take account of their development and level of understanding. Staff quieten children by simply holding up their hands, which all children copy before helping to tidy up and prepare for snack time.
- The new parent committee is enthusiastic, and committed to the future development of the provision. Together with the supervisor and staff they evaluate the provision, and develop clear aims to improve the quality and resourcing of nursery education.

#### **What needs to be improved?**

- opportunities for children to use large apparatus to climb, swing and slide
- methods for effectively supporting children who have English as an additional language.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. The staff have taken effective measures to increase the children's awareness of their local environment, and to develop closer involvement of parents and carers in their children's progress and learning.

Staff include a variety of activities throughout the curriculum to encourage children's awareness of their community. They organise visitors from the local community, such as community wardens, police, or the lollipop lady. They encourage parents and children to complete observation sheets as they come in to pre-school. Staff take children to the local shops, on nature walks, to the local park, round the school grounds and into school. Children develop a map of the area, and describe where they live in comparison to local landmarks.

Staff have developed the partnership with parents in the children's learning. Parents now complete a 'can-do' sheet for their child on first joining the preschool. Staff up-date this, and share it together with the children's achievement records at the newly introduced termly keyworker meetings. Parents attended a meeting to introduce them to the Foundation Stage and how it is implemented. Parents and carers were invited to join in special sessions to highlight physical and creative development. A home diary has been introduced to share information about the child's interests and development. Parents are able to see the activity plans on the notice board, and support the themes highlighted in newsletters.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children separate well from their parents, and have trusting relationships with staff and their peers. They are keen to participate in all the activities, and concentrate well at their chosen tasks. They are confident, and able to ask for their needs. They show pride in their work as they share it with staff. Children are polite and helpful, and show care and concern towards each other. They develop independence well, pouring their own drinks at snack time, and dressing themselves after gym.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children confidently use gestures and language to communicate, and listen to each other as they recall recent events. They plan their role-play together, and staff support them well, encouraging them to further develop their ideas. Children are beginning to recognise letters and the initial sounds of words, and to make simple rhymes. They recognise their printed names, and some write them clearly. They use writing purposefully, making signs and lists during role-play, and labelling work.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently up to 5, and some count and match beyond 10. They develop a good understanding of calculation, and know when they need two more to complete a number game, and compare how many bowls to children at snack time. They learn about shapes as they compare them to raindrops or sausages; they cut square sandwiches into triangles and rectangles, and make models with bricks and recycled materials. They weigh ingredients carefully during cookery.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children enjoy exploring colour and texture. They mix together interesting ingredients, and say how they change and feel. They show curiosity as they look at shells and starfish. They make models using a good variety of tools, materials and joining techniques. They become familiar with technology as they listen to tape recordings through headphones, and bake cakes in the oven. They are aware of the local area, and use a map and photographs to describe where they live.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children learn to move in various ways through action rhymes, country dancing and circle games. They develop skills well while playing with tricycles, cars, hoops, skipping ropes, golf clubs and balls, but have few opportunities to climb, swing or slide. They show good awareness of space, and of how their bodies change during exercise as they feel their hearts beating faster. They develop good dexterity as they use pencils, woodwork tools, a dustpan and brush, or spread sandwiches with knives.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children recognise colours well, and describe them as greeney-blue or orangey-red. They explore textures as they pat wet sand, handle a starfish, or mix shredded wheat, pasta and shaving foam. Staff present stimulating music sessions. Children march as they play instruments, chanting parts of a favourite story. They concentrate as they listen to classical music and nursery rhyme tapes. They use their imaginations well during role-play, adapting and planning together, creating elaborate themes.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- provide opportunities for children to use large apparatus to climb, swing and slide
- develop methods for effectively supporting children who have English as an additional language

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*