



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY269349

DfES Number: 532964

### INSPECTION DETAILS

Inspection Date 03/02/2005  
Inspector Name Christine Stimson

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Oasis Pre-School  
Setting Address Surbiton Hill Methodist Church  
39 Ewell Road  
Surbiton  
Surrey  
KT6 6AF

### REGISTERED PROVIDER DETAILS

Name Ms Nailah Tasneem Ahmad

## 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

Oasis Pre-School has been open since 1975 but has been under new management since September 2003. It operates from a room within Surbiton Hill Methodist Church in Surbiton, Surrey. The premises are within easy reach of local shops, schools and parks. The A3 and Surbiton railway station are close by. There is a fully enclosed garden available for outdoor play.

The group opens five days a week, term time only; Monday to Wednesday 08:30hrs to 15:30hrs. and Thursday and Friday 09:30hrs to 13:00hr.

Four part time staff and three full time staff work with the children, five of whom hold early years qualifications, with a further two staff currently working towards early years qualifications.

The setting receives support from the local EYDCP and the local authority inclusion officer.

### How good is the Day Care?

Oasis pre-school provides good quality care for children.

The staff team embrace training opportunities and are confident in their implementation of the policies relating to the setting. Parents are kept well informed of accidents, visitors to the setting are monitored, and everyone's arrival and departure is recorded. The setting offers children a wide variety of toys and activities, and staff are skilled in ensuring children learn through their play. Regulatory documentation is maintained, but medication records are not kept in a confidential manner, and there is no record of complaints on site.

Children who attend are provided with a snack from home, and some children stay to lunch, which is also provided by parents. All food items are stored and labelled properly with staff on hand to ensure children do not share their food. Staff are confident in their awareness of health and safety, taking effective steps to ensure

children are kept safe. All children are valued and included and there are resources, used as an integral part of play, which promote positive images of culture, gender and disability. Staff have a good awareness of child protection issues.

Children are provided with a wide range of activities and these are well laid out to promote children's independent choices and to encourage them to play collaboratively together. There are clear procedures and behaviour boundaries in place that are understood by both children and parents.

Parents are provided with a good range of information about the setting, and they are given informal opportunities to discuss their child's progress. Parents have provided positive feedback about the pre-school and the staff team.

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

N/A

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

- The manager and the majority of the staff hold relevant childcare qualifications. They are all experienced in caring for children and bring skills to the setting that they gain through attending training.
- Good use is made of resources, and staff ensure children are well cared for and supported. Staff are interested in what children say and do and ask questions to make children think.
- Toys, equipment and materials provide a balanced range of activities that promote children's learning in all areas. Activities are well laid out to encourage children's independence, with staff on hand for support.
- Plans are effective in identifying and reducing risks and hazards on the premises, both inside and outdoors.
- All relevant staff are aware of children's dietary needs and food brought from home is stored safely.
- Children learn about the cultures and beliefs of others, and all children are valued and included, with their individual needs met.
- Procedures are in place to keep parents informed about the provision and their child's progress.

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

- the confidential maintenance of medication records and parents acknowledgement of the entries
- keeping a record of complaints

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since April 2004 Ofsted have not received any complaints about this provider.

**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
7	ensure medication records are maintained in a confidential manner and all entries are acknowledged by parents or carers.
12	ensure a record of complaints is maintained

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

### How effective is the nursery education?

Oasis pre-school provides good quality nursery education which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff manage children very well and develop good relationships with them. They plan a variety of activities and understand what children learn from them. The indoor space and resources provides an interesting and creative learning environment where children increase their independence. Children regularly explore their creative skills, but do not use a variety of methods to assemble and join materials together. The outdoor area offers a stimulating environment where children can ride bikes, throw balls and practice climbing skills. Opportunities for children's balancing skills are less effective.

Staff assess children's learning against the stepping stones and early learning goals, and use this information to plan what children should do next. They keep careful records which provides a clear picture of children's progress.

The leadership and management of the pre-school are very good. The manager has been effective in developing a committed staff team who have a collaborative approach to all aspects of their work. She encourages staff to embrace training opportunities and monitors and evaluates the quality of teaching.

The partnership with parents is very good. Parents spend time talking informally to staff about their children, and there is an open door policy that encourages parents to come into the setting to discuss their child's progress with the key worker. Parents are kept well informed through newsletters about forthcoming events, and parent skills are utilised to extend children's learning.

### What is being done well?

- Staff know the children well and their calm and polite manner sets a very good example to children.
- Children's personal, social and emotional development is promoted very effectively through a range of methods that encourages children to be independent. The staff use praise and encouragement with children and teach them consideration for others.
- Children benefit from effective teaching that helps them learn about shape, position and size and they are encouraged to use mathematical language to describe quantity.
- Children use everyday technology as part of their play, and many children are confident users of the computer.
- Children's creative skills are promoted by exploring colour, shape and form

using their senses, and by being encouraged to use role play areas to explore their imaginations.

**What needs to be improved?**

- the use of resources to increase children's understanding of how materials can be joined together
- opportunities for children to improve their balancing skills.

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

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children come into the setting excited and motivated to learn. They speak up in a familiar group, with some children confident enough to sing solo songs to their peers. Children have personal independence, selecting their own resources and attempting to put on outdoor clothing. They develop good relationships with staff and other children, and are beginning to learn the importance of taking turns and sharing fairly. Children regularly explore the cultures and beliefs of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk to staff and peers about their experiences at home. They regularly learn new words and explore their imaginations by making up stories and telling them to staff. Children are able to link sounds to some of the letters of their name and are beginning to copy letters of alphabet, with some children able to write their own names. Children understand that print carries meaning and have regular trips to the library where they locate information for their topics.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers whilst playing with everyday activities, and all children can reliably count to 10. They are beginning to solve practical problems such as how many cups of sand are needed to fill a bucket, and regularly explore subtraction through simple songs such as 10 green bottles. Children compare size and weight using height charts and different weight and sized teddies. They know their basic shapes and can recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate objects such as leaves and mini beasts, observing similarities and patterns. They regularly use the computer and technology items such as timers, torches and CD players. Children learn about past and present events in a variety of ways, and discover their local environment on outings to the park and library, and by visitors coming into the group. Children construct using a wide range of materials, but do not learn about the various techniques to join materials together.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with control and co-ordination whilst riding bikes and playing on climbing frames, but have fewer opportunities to practice balancing skills. They understand the need to keep clean, wear appropriate clothing, sleep and eat good foods. Children use a wide range of small and large equipment both indoors and outside and regularly practice their balls skills. Children handle tools such as pens, paintbrushes, scissors and glue sticks safely and with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use colour and texture in their art work which shows they have explored two and three dimensions. They are confident singers of a variety of gestured songs, and enjoy matching movement to music. Children learn to tap out beats, and listen to CD's to explore sound and sound patterns. They use their imaginations in role play, art and design and whilst listening and re-enacting stories. Children respond to their senses using natural food items and materials.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following: -
- develop ways of showing children that different techniques can be used to assemble and join materials together.
- ensure children have regular opportunities to practice their balancing skills.

*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.*