



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 120104

DfES Number: 525550

### INSPECTION DETAILS

Inspection Date	10/06/2004
Inspector Name	Hazel Stuart-Buddery

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Oaks Pre-School
Setting Address	The Grove School Chobham Road, Frimley Camberley Surrey GU16 8PG

### REGISTERED PROVIDER DETAILS

Name	The Committee of Little Oaks Pre-School Committee
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### ORGANISATION DETAILS

Name	Little Oaks Pre-School Committee
Address	5 Chobham Road Frimley Camberley Surrey GU16 8PG

## 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

Little Oaks Pre-School was established in 1976. It offers sessional day care places for 36 children aged two to five years. The group is run by a voluntary committee.

The pre-school is open on Mondays to Fridays from 09.15 to 11.45 and 12.30 to 15.00 Monday, Tuesday and Thursday during term times only. Currently 70 children attend throughout the week. The children come from the local community of the Frimley area of Camberley. There are a small number of children attending who speak English as an additional language, but no children with special educational needs. There are 60 children who receive funding for nursery education: 40 are 3-year-olds and 20 are 4-year-olds.

The pre-school is based in a purpose-built porta cabin in the grounds of The Grove Primary School. The group use 2 classrooms with 18 children in each. There is a kitchen and toilets attached and children have direct access to an enclosed outside play area.

There are 10 staff who work at the pre-school on a full and part time basis. Two staff hold the Diploma in Pre-school Practice (DPP), one qualified teacher, one Montessori teacher, and five staff are unqualified, three of whom are working towards a National Vocational Qualification (NVQ) in Childcare and Education level three. Most staff hold current first aid certificates. The pre-school has a close working relationship with the school. Staff receive support from the Early Years advisory teacher from the Early Years Development and Childcare Partnership(EYDCP). The group is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

Little Oaks Pre-school provides a good standard of care for children. Most aspects of the provision are well organised and effective use is made of the staff, space and resources to ensure that all children are well cared for. Staff are helped by an agreed set of policies and procedures which most understand and consistently implement. Staff are well aware of children's safety both inside, outdoors and on

outings. However, although staff are well aware of children's dietary needs there is currently no drinking water easily available for them at all times. Currently no children with special needs attend and the appointed SENCO is yet to receive SENCO training.

There is a key worker system which enables staff to promote good individual relationships with children and their parents. Staff are using the Surrey profiles for the assessment to record older children's development which will be shared with parents. The staff keep notes for much younger children. Children enjoy consistent routines for playing inside and outside and clear boundaries are set for behaviour which children respond to well. The staff work well as a team and plan a range of stimulating practical activities both indoors and outside. All documentation is in place, although the recording of accidents to children is currently not kept confidential to each parent. There is an induction procedure in place to help new staff and yearly staff appraisals to identify training needs.

There is a good partnership with parents and carers. They receive a welcome pack of information about the group and there are activity plans on the notice board. Daily informal contact with staff is made. They share information with parents about their child's progress. Parents have access to their child's records. They are encouraged to be involved in the group by being included on the rota and as voluntary committee members. The policies, procedures and the complaints procedure are accessible to parents.

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

Not applicable.

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

- The standard of care is good for children. Staff give good attention to meeting individual needs well. They plan out activities that encourage children's learning.
- Effective communication and very good relationships with parents help support children's progress.
- Staff work well as a team, they support each other and meet regularly to discuss and plan out future activities.
- Behaviour is managed well, clear boundaries are set and children respond appropriately. Behaviour is very good.

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

- children's independent access to drinking water and the provision of suitable mugs and cups
- the accident book, to ensure the recording is confidential to each parent

- appropriate training for the SENCO.

### 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	Keep confidential a written record, signed by parents, of accidents.
8	Ensure that children can access drinking water themselves at all times and that suitable mugs and cups are available.
10	Ensure that the SENCO receives appropriate training.

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

### How effective is the nursery education?

The provision of nursery education at Little Oaks Pre-School is acceptable and of good quality overall. It enables children to make very good progress towards Personal, Social, and Emotional Development and Creative Development and generally good in all other areas of the early learning goals.

The quality of teaching is generally good. Staff know the children well and plan out a range of age appropriate activities. Resources are of good quality and organised inside and outside well although the use of resources to support project work requires improvement. Staff encourage children to make choices and learn. However, play is not always exploited for mathematics. Staff set clear and consistent boundaries for behaviour and this helps them to understand the impact of unacceptable behaviour on others. Their calm, polite, caring manner set a good example for children. Activities for funded children are presented in an enthusiastic manner, but some minor aspects particularly in relation to labelling in language and literacy need to be improved.

Staff observe and make notes of children's learning in each of the six areas of learning. This enables them to use the Surrey assessment profiles to target individual needs and to plan out the next steps in children's learning.

The leadership and management of the group is generally good. Clear aims for children's care and education is understood by practitioners. Staff are clear about their roles and work well as a team. Appraisals and monitoring help evaluate the quality of teaching and to identify staff training. However, some aspects of the provision for children's mathematical development have not been identified as areas for improvement.

Very good partnership with parents is in place. They talk informally and formally to staff about their child's progress. Information about the group is on the notice board. Parents are encouraged to be involved in their child's learning.

### What is being done well?

- Children's personal, social and emotional development is good. Children are confident, interested and eager to learn. They share, take turns and are learning to be helpful and polite. Behaviour is good.
- Children talk confidently in a variety of situations and are developing a wider vocabulary.
- Children are given good opportunities to choose indoor and outdoor play throughout the morning.
- Parents kept well informed of their children's progress and they are encouraged to contribute their skills to support children's learning.

**What needs to be improved?**

- the application of practical mathematics.
- the programme for language and literacy.
- the programme for knowledge and understanding.

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

At the last inspection the pre-school was asked to provide more opportunities for children to develop their climbing skills, make use of the school hall and outside on a regular basis and improve opportunities for children to use technology. The group has made generally good progress as they now have their own building and outdoor place space which provide opportunity for children to use a climbing frame. There is a computer that all children use on a regular basis and programmable toys for younger children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Both younger and older children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. They are encouraged to be independent and concentrate on tasks and sit quietly when appropriate. They select activities from available resources and are learning to take care of their personal needs. They share and take turns and are beginning to understand right from wrong. They are encouraged to be polite and helpful. Children's behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Both younger and older children talk confidently . They listen to stories and others well. They are encouraged to listen to the sounds of letters and are learning new words. Staff encourage children to develop their imaginative skills by "going to the zoo" Children recognise their names and older children are beginning to write these correctly whilst younger children enjoy some mark making opportunities. However staff do not fully exploit the use of resources to support children's learning.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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All children are learning to count to well younger ones to five and older children to 10 and beyond. They use the maths table well. Older children are aware of the order of numbers both forward and back. They recognise, shapes are able to compare big and small and explore volume and capacity through their play activities. However, practical play situations, routines and finger rhymes are not sufficiently exploited to extend children's understanding of adding and taking away.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children observe the weather and record their observations. They have opportunities to make models from construction and select, assemble and join together materials. They explore technology using a computer, receive visitors and are becoming aware of their local surroundings. There is a range of science activities and they grow their garden, however, staff do not exploit sufficiently resources to support the current topic. Planning indicates children participate in a range of festivals.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
All children are given regular opportunities to develop their skills as they confidently balance and climb on the climbing frame. Although more challenge is needed for older children. Staff are on hand to give support and encourage new skills such as helping children on the slide. All children are aware of good hygiene and their bodies when running fast. Both younger and older children learn to handle the mouse, scissors, pencils and paintbrushes with increasing control.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
There are good opportunities for all children to use a variety of creative materials including paints, play dough water, and and three dimensional work. Children enjoy the role play corner where they make up their own scenarios. Although the dressing up clothes are not well presented to children for them to make choices. Photos indicate that tasting and cooking are in the programme. Children enjoy using the musical instruments and listen carefully to the sound they make as an orchestra .	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## 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

- extend calculation through daily routines, practical play activities and rhymes
- strengthen the programme for language and literacy by labelling all equipment and children's work areas at their height. Include dual languages for children for whom English is an additional language. Make dressing up clothes easier for children to access and make choices
- enhance the programme for knowledge and understanding of the world by supporting topics with an interest table and appropriate information

*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.*