

Oatlands Pre-School

Inspection report for early years provision

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Inspector Jo Scott

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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.

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Description of the setting

Oatlands Pre-School was established in 1970. It operates from two large halls in a village hall in Oatlands, Weybridge, Surrey. There is an enclosed outdoor play area. Children come from the local and surrounding area. The pre-school is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children under eight years may attend at any one time. Currently the setting only provide care for children in the early years age range. The pre-school is open each weekday from 9am to 1pm for funded children, and 9am to 12 noon for younger children, with the option of staying for lunch club until 1pm. It operates during term time only. There are currently 51 children aged from two to four years on roll. The setting supports children with English as an additional language and those with special educational needs and/or disabilities. They are in receipt of funding for provision of free early education to children aged three and four years. There are 14 members of staff, the majority of whom have early years qualifications. One is level four, eight are level three, two are working towards level three and three are unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective key working systems ensure that each child's individual needs are identified and met. Staff are attentive and generally support children well as they play and learn, and welfare and safety are given priority although systems to obtain parental permissions are not robustly implemented in every case. Records show that children make good progress in their learning. Systems for planning and evaluation are currently being reviewed. Self-evaluation is in place and this is driving development.

What steps need to be taken to improve provision further?

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

- obtain written parental permission at the time of the child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare). 08/10/2010

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

- extend further the opportunities for parents to contribute to children's learning by sharing information about planning on a day-to-day basis
- ensure any systems used to disseminate planning enables all practitioners

working in the setting to best support and challenge each child.

The effectiveness of leadership and management of the early years provision

Systems are in place to ensure that staff checks are completed in relation to suitability. The setting are in the process of change following the recruitment of a new manager and changes to the management committee. There are clear and established procedures to follow in the event of concerns about child protection, and regular opportunities for staff to update their skills and knowledge through training. Children's arrival and departure is supervised closely to allow staff to welcome families and maintain security at times when the front door is unsecured. Children move freely between the two halls and approach staff members confidently as they play and learn, demonstrating that they feel secure. Children learn through routine, discussion and planned activities about safety. For example, new children are reminded by staff why they should not run inside, and there are planned topics to help children think about issues such as fire safety.

The staff team work well together to prepare the pre-school before the children arrive. Daily checks are completed to ensure that any hazards are identified and minimised, and a risk assessment is in place. Setting up is effective, and staff are ready to greet families and help children separate on arrival. They have undergone a process of self-evaluation which has resulted in improvements being made to the garden. Although not available on the day of the inspection, generally children have free flow between the halls and garden. Staff value outdoor learning experiences which promote all areas of learning. Activities include planting and growing, role play and learning about mini beasts. The new manager has identified areas she feels can be improved to benefit children, specifically in relation to the storage of resources at low level to extend further what is already accessible for self-selection. This is currently being organised. The systems for planning and evaluation are also under review. Practitioners act as key workers and make observational assessment of each child over a two week period. This information is then transferred by staff into each child's 'Learning Journey' record and used to track progress. Records show that children make good progress. Managers currently use this fortnightly information to plan the activities. This means that planning is individualised. Key workers recognise how to support their own children, although planning is not sufficiently detailed to enable each member of the team to know how to extend learning for all children.

Partnerships are good. Parents and carers come into the setting to settle children, and see the activities set up. Daily verbal conversations are effective in sharing information about children's interests, and parents are able to view their children's records whenever they wish. Records show that feedback from parents and carers is valued by practitioners, but they do not get specific information about planning on a day-to-day basis to enable them to reinforce learning at home. Information is routinely sought in relation to starting points, and where deemed to be of specific value a home visit is offered to support children and families. Key workers find out about children's needs and experiences so that they have sufficient information to meet each child's needs. Children and adults spoken language is acknowledged,

and celebrated through displays and conversation. This helps build self-esteem, and helps children learn about the wider world. Parental feedback is positive. Those spoken to reported that their children have settled well and enjoy their time here. Generally documentation is well maintained. Policies and procedures are in place which reflect the operation of the setting, and are available to parents. Written permission to seek emergency treatment is in place for most children, however systems are not sufficiently robust to ensure they are always obtained. This does not meet requirements.

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

The children mostly arrive and separate happily, greet their friends and quickly become involved in play. Those new to the setting are supported by staff as they say goodbye, and any tears stop quickly. For those who need more time settling, parents and carers are invited to stay and support children. The children are interested in the resources provided and move freely between the rooms during the morning. Through discussion and documentation it is evident that during their time at pre-school children experience a wide range of activities inside and out, and a good mix of child-initiated and adult-led learning.

The children are chatty and inquisitive. They explore the texture of cooked spaghetti, and adults talk to them helping them to verbalise their thoughts as they do so. They understand through discussion and demonstration how to use resources safely. The children particularly enjoy dressing as builders and playing with the construction area, creating structures with bricks and pushing diggers through sand. Sometimes children demonstrate that they would like additional resources such as more tools. Staff are currently reviewing the storage of toys to improve children's opportunities for self-selection on a general basis. Key workers know their children well, and support and extend children's learning. For example, they notice a child mark-making in the sand and instigate a conversation about letters and sounds. There are lots of opportunities to think about numbers and problem solving through playing games. All staff are encouraging and praise the children which promotes wanted behaviour.

The children enjoy playing outside and being active. The group benefit from having generous floor space and include activities such as low level balancing and music and movement activities to promote physical skills. There are usually daily opportunities to be outside in the garden, and the staff organise a sports day held in the grounds of a local school. This encourages an enjoyment of being active and outside in the fresh air, and gives children a sense of their local community. There is an exceptionally good assortment of snacks on offer which the children enjoy. For example, children select from banana, kiwi, apple, nectarine, grapes, tomato, carrots and raisins, and are offered a biscuit and choice of milk or water. Staff are alert to known dietary allergies and preferences and supervise snack time to ensure children are protected. At times during the year children have the opportunity to eat some of the produce they have grown in the garden. This gives children a very good understanding of where food comes from, and promotes

healthy eating.

Children behave well. They understand the expectations of staff and routines. Staff are consistent, and their interaction and encouragement promotes wanted behaviour. Children are developing skills for the future. They learn to spend short periods of time in large groups, develop independence in areas such as hand washing and toileting, and take part in self-registration by recognising their written names. Children learn about the natural world and are beginning to think about sustainability through recycling paper.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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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