

# Oak Farm Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	109928
<b>Inspection date</b>	24/09/2010
<b>Inspector</b>	Gail Robertson

<b>Setting address</b>	Chaucer Road, Farnborough, Hampshire, GU14 8SS
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<b>Type of setting</b>	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**

Oak Farm Community Pre-school is run by a parents committee and is based in a self-contained classroom in Oak Farm Community School in Farnborough. It opened in 1984 and registered in 2000. There is disabled access although the outside door does not open automatically. A maximum of 26 children may attend the pre-school at any one time. The setting is open each weekday during school term time. Sessions are from Monday to Friday and from 9.15am until 12.15pm and 12.30pm until 3.30pm. They also operate all day provision 9.15am until 3.15pm. Children have access to a large room with its own toilet facilities. There is a fully enclosed outdoor play area. There are currently 33 children on roll in the Early Years age group, of whom 23 are funded for early education. Children who attend mainly come from the local housing estate. The setting currently supports a number of children who speak English as an additional language and those who have special needs and/or disabilities. The setting employs six staff and five of these hold appropriate early years qualifications. Two are studying at degree level and no member of staff is working towards a relevant qualification. The setting is registered on the Early Years Register and both parts of the Childcare Register. There are links with many other early years providers within the area.

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

Overall the quality of the provision is good.

Oak Farm Pre-school is a good setting, which has made rapid improvement since moving into the new premises. Children are happy, safe and thrive here because they love all the activities, experiences and learning opportunities offered to them. They make good progress because the setting knows their needs and interests. All children are valued in this fully inclusive setting. The manager and committee strive to improve the provision through daily evaluation, but there is no formal recording made.

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

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

- develop further the outside area to reflect that of the inside so that children can take advantage of continuous provision to support their development and learning
- complete a self-evaluation form to improve further the good quality provision.

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

There are effective arrangements in place to protect children and the staff know the procedures if they have any concern about a child. Staff make sure the children are safe through their rigorous daily checks. The manager, on her

appointment, identified policies and procedures to be updated to ensure children are safe and the setting runs smoothly. The manager has rewritten and revised the policies to reflect the fact that the setting is in new premises. Parents are fully aware of these documents as they are notified of them on the admission day; consequently, parents know their children are well protected by these policies and procedures.

The manager creates a fun and happy environment; this helps the children to settle quickly, to feel confident and ready to start their learning. She is ably supported by her deputy and all the other staff members. She has made it her priority to give the staff the confidence in the knowledge that they are a good team and support children effectively in their learning. She has been most successful in this. They work well together, aim for high standards and sustain a good drive for improvement. There are good systems to monitor the quality of the setting and identify areas for future improvement, for example, the daily evaluations. However, these systems are not yet fully developed.

There is a wealth of good quality stimulating resources for the children to use inside. However, the outside is still being developed so children do not have full continuous provision as inside. The staff work hard, motoring to set up an interesting and attractive environment for the children to explore their interests and become excited by learning. The activities planned reflect not only the children's needs but also their interests. The key workers know their children well. Resources are at the children's height to allow them to be independent and take responsibility for what they wish to play and work with. The setting operates continuous provision throughout each session, which allows children to spend as long as they want working with the activity of their choice. The outside environment is a favourite of the children; they know they must wear hats to protect them from the sun and outdoor clothes for when the weather is cold or wet. This is a fully inclusive setting where equality and diversity are promoted well and where all children and adults are fully respected. They enjoy each other's company laugh together and work hard.

There are good links with the parents and they all speak of the care given and the happiness of their children. Parents are actively encouraged to contribute to the children's learning journeys so that families can share the highlights in their children's development. There are good partnerships with other providers and other educational establishments. The work the setting does with the speech therapists has benefitted all children. Staff from the local school come and visit the setting to ensure that the transition to main school is smooth and has a positive effect on children's learning. The head of the host community school is a frequent visitor and children and parents enjoy his Christmas visit. The military school adjacent to the setting has performed their parade capabilities. They have put up the fencing around the outside area to keep the children safe.

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

The setting is welcoming, attractive and cosy, and children have an immediate sense of belonging. The staff sustain the children's welfare effectively. As a result, the children share a warm and caring relationship with the staff and are comfortable in telling the adults all about themselves. Children's needs and interests are met because adults take the time to talk to children individually throughout the session. Staff are conscious that children's language and vocabulary development is a priority for the setting. For instance, as children learn about shapes, staff find fun ways to help them remember which is the square or circle, and then play memory games to consolidate the shape names. Children are eager to repeat the names and after playing further they use their newly learnt vocabulary in their conversation. Staff are patient when listening to children and lose no opportunity to engage them in conversation and in turn children are comfortable talking to the adults.

Children really enjoy attending the setting and are pleased to see their friends and immediately set to work once self-registration has been completed. They are helped to recognise their names by their parents and carers, although the older children recognise their name immediately. Children are confident, interested and motivated by the carefully planned and prepared activities and they contribute to their learning well. Boys are curious and when outside one spots a 'Daddy Long Legs'. He is soon joined by another boy and they show the staff the insect. They learn that he can fly and they try to jump and catch him. The adults talk to them about caring for creatures then they go off to find other children who want to join them on an insect hunt. They tell the others 'look at his wings he can fly, be gentle', showing that they have learnt to have empathy for living things. Older children act as good role models for the new younger children and they develop caringly and responsibly. An older child was observed going to a younger shy child, taking her hand and finding toys to play with her. This shows the responsibility older children take on, without being asked.

Children know the setting routines and feel extremely relaxed and safe. Most behave well because they know that this is what the staff expect of them. On occasions they forget and become loud and scream with excitement. They share equipment and ask if they need something, staff remind them of the correct way to ask to show the children how to be polite and friendly. Constantly, staff engage children in meaningful conversation to increase their vocabulary and ability to hold conversations with each other and the adults. The staff are most competent in dealing with children who have special educational needs and/or disabilities and manage their learning and progress well.

Children love stories and enjoy being read to. They also gain much pleasure from pouring over catalogues and seeing all the different toys. Staff have capitalised on this and ask the children to help them find pictures to put on the trays to indicate which toy will go into each tray. Staff then write the names alongside the picture. Through this children are learning from a young age that the written words have meaning.

The outside though is a favourite time for the children because they like to explore and be creative in the open air. Children are fully aware of healthy lifestyles. They engage in a range of physical activities, such as parachute games and have access to a drink throughout the session. They become independent in their self-care skills, washing their hands before a snack and after going to the toilet. Children are keen and enthusiastic and make good progress in their learning journeys because the staff care and enhance their learning experiences.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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