

# Little Oaks Under 5's Pre-school

Inspection report for early years provision

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**Unique reference number**

122724

**Inspection date**

02/11/2010

**Inspector**

Rebecca Khabbazi

**Setting address**

Community Centre, Pollards Oak Road, Hurst Green, Oxted,  
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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).

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## Description of the setting

Little Oaks Pre-school was registered in 1992. It is a committee run pre-school that operates from within the community centre in Hurst Green, Oxted. The setting has use of a main hall and two smaller rooms. There is direct access to an enclosed outdoor play area. The pre-school serves the local community. The pre-school is open from Monday to Friday during term time for 37 weeks a year. Sessions are from 9.15am to 12.15pm daily, with an additional lunch club until 2.15pm on Monday and until 1.15pm on Wednesday.

The setting is registered on the Early Years Register to care for 32 children aged from two years to the end of the early years age range. There are currently 43 children on roll, who attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are six members of staff who work with the children, three of whom have relevant childcare qualifications. The setting receives support from the local authority through an early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes most aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive environment. Good relationships with parents ensure that children's needs are met and they make good progress in their learning, given their age, ability and starting points. However, not all required documentation was available for inspection, which is a breach of requirements. The manager and staff team regularly reflect on the service they provide in order to identify priorities for improvement. This ensures that the provision is responsive to the needs of the children who attend and their families.

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

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

- ensure all required records are easily accessible for inspection (Documentation) 03/12/2010

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

- review arrangements for reducing the risk of cross-infection and encouraging

children to adopt simple good hygiene practices, in relation to hand-washing routines

- ensure the next steps identified for children are clearly followed up and reviewed, in order to monitor progress towards the early learning goals.

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

Children's welfare is effectively safeguarded. Clear recruitment procedures ensure that children are cared for by appropriately vetted staff. All required records that promote the health, safety and well-being of children are in place. However, although appropriate safety checks are conducted of the premises and suitable precautions are in place, the record of this risk assessment was not accessible at the time of inspection, as legally required. Good use is made of resources at the setting. Staff work well together as a team and share tasks and responsibilities throughout the session. Space and equipment are well organised to create a stimulating learning environment where children can access resources readily both indoors and in the garden.

The manager and staff team make use of feedback from parents to monitor and evaluate the provision, for instance through regular questionnaires. This helps ensure that priorities for future development are promptly identified and acted upon. Actions taken are well-targeted to lead to improved outcomes for children, such as the development of the outdoor play area, which has extended children's learning opportunities. Staff work closely with parents to ensure they have a good understanding of each child's background and needs. They use appropriate strategies to ensure all groups of children achieve well and provide additional support where required, so that equality and diversity is promoted. Parents are kept well informed and receive a range of relevant information about the setting through the noticeboards, regular newsletters and discussions, as well as daily diaries and meetings with their child's key person twice a year. The setting is also aware of the need to build effective partnerships with other providers where children attend more than one setting.

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

Children show a strong sense of belonging at the setting and quickly become familiar with daily routines and expectations. They develop good relationships with staff and each other and settle well. They move confidently and safely around the setting, benefiting from free-flow into the outdoor area and independently selecting toys and resources. Children play outside every day as part of a healthy lifestyle, enjoying running around and practising their physical skills in the fresh air. They generally follow appropriate personal hygiene routines but do not always develop an understanding of the importance of these. For instance, children using the toilet independently do not always remember to wash their hands, and cannot always reach the soap when they wish to do so.

Children enjoy a well-balanced routine with good opportunities for uninterrupted independent play. They take part in a wide variety of activities and experiences across all areas of learning, and are interested and motivated to learn. Staff make regular observations of children's achievements and use these to plan their future learning. However, it is not always clear how next steps are followed up and reviewed, in order to effectively track children's progress towards the early learning goals. Children are keen to communicate and they confidently share their news and ideas in group sessions. They develop skills for the future when they begin to recognise their name, work out how many coins they need to buy a stamp for their letter, or confidently use the computer to complete a simple programme. They find out about the world around them through spontaneous activities such as finding a wriggly worm when they are exploring in the sandpit, or during a planned excursion to the Post Office. They use their imaginations when they dress up and make tea in the role play area, choose materials to create a picture or paint at the easel using big swirling strokes. They join in with familiar songs enthusiastically and listen attentively to stories. Children are well occupied throughout the session and enjoy their time at the pre-school.

## 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	3
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	3
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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