

Little Oaks Pre-School

Inspection report for early years provision

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Inspector	Lynne Kauffman

Setting address	The Grove School, Chobham Road, Frimley, Camberley, Surrey, GU16 8PG
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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

Little Oaks Pre-School was established in 1976. It is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The pre-school may care for no more than 36 children from 2 years to under 8 years at any one time. The group is run by a voluntary committee. The pre-school is open on Mondays to Fridays from 9am to 12 noon and 12.35pm to 3.35pm. The double session operates on Monday, Tuesday and Thursday during term times only. Currently 55 children are on roll. The children come from the local community of the Frimley area of Camberley. The setting supports children who speak English as an additional language, and children with special educational needs and /or disabilities. There are 43 children who receive funding for nursery education this is due to increase by 9 in April 2011. The pre-school is based in a purpose-built portakabin in the grounds of The Grove Primary School. The group use two classrooms with 18 children maximum in each. There is a kitchen and toilets attached and children have direct access to an enclosed outside play area. There are eight staff who work at the pre-school on a full and part-time basis; of these, four staff hold National Vocational Qualification (NVQ) at Level two or three, one is a qualified teacher, and three staff are unqualified. One member of staff has completed her foundation degree. All 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 local authority. The group is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Little Oaks is an excellent pre-school with many outstanding features. The setting's outstanding tracking of learning and development, its excellent attention to well-being and its quality inclusion practice illustrate that it meets the needs of all children with rigor and flair. The pre-school has a good capacity to improve because it has effectively addressed previous inspection issues and knows its strengths and weaknesses. However, self evaluation is still in process of development and lacks a full input from the views of all stakeholders.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the self-evaluation plan and all policies to include views of other stakeholders

The effectiveness of leadership and management of the early years provision

Leadership and management, including safeguarding, is good with elements of exemplary provision and outcomes that makes the impact of the setting outstanding. Clear policies and procedures on safeguarding are robustly implemented and monitored. All adults within the setting at all levels receive regular training on safeguarding issues. Rigorous procedures for ensuring all adults that work with children are appropriate ensure children are safe.

The pre-school's shared vision is an inspiration to staff and drives their own development impacting on opportunities for accelerating learning. For example, the special educational needs coordinator is well trained and shares her skills widely with staff. In addition, the increasing numbers of pupils from other cultures are well supported. Parents and carers reported how well their children are achieving and explained how all barriers to learning are tackled and they feel involved. In addition, this positive impact is being felt when children confidently move to the primary school.

Parent and carers have total confidence in the pre-school's attention to detail in all aspects of children's health and well being. Risk assessment, fire evacuation and general health and safety are high priority. They are well organized to have the best impact. Resources are age appropriate, well maintained and stored safely. Children can access materials independently. The wide range of large and small toys supports purposeful imaginative play. An example is the busy 'play road' with a zebra crossing, cones, beacons and a wide range of toys for the first stages of road craft.

The management committee consists of dedicated parents and carers. They are a good team with professional skills in minute taking and marketing. The self-evaluation procedure verbally reviews and is highly effective in highlighting points for action. This is not as yet set against more robust and challenging criteria. It misses opportunities for all stakeholders to be involved and for actions to be clearly prioritised, for example, the updating of all pre-school policies. However target setting for improvement is outstanding. Tracking children's development through the Early Years Foundation Stage assessment profile, children's 'Learning Journals' and daily monitoring of small steps development is accurate and detailed. This gives parents and carers a comprehensive view of their children's academic progress and personal development. In addition, staff provide a parent and carers guide about the work to be covered during a half-term to enable parents and carers to support their children at home. Outstanding long-term leadership by the pre-school manager has encouraged parents and carers to join workshops. A recent sand and water play session challenged parents and carers with the question, 'What geometry, fractions and calculations are going on in the sand play?' Parents and carers were amazed at the possibilities. Partnerships with other schools are strong. The local secondary school has used the setting for work experience and certificates of appreciation are in the pre-school's comments file.

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

Children love coming to Little Oaks Pre-School. The pre-visit and initial visit gives parents and carers a chance to stay with their child during their first session. Children settle quickly to the routines and enjoy imaginative play with their new friends. All children are valued as individuals and encouraged to share their views and ideas at register, story time and during free play. The clapping response at register time starts children thinking about the way words are made of syllables and the rhythm of speaking. This approach is particularly useful to children who speak languages other than English and to developing communication skills for all, including using Makaton. Equality of opportunity is at the heart of all provision in this inclusive setting. All adults ensure they actively promote equality, diversity and tackle unfair discrimination.

Key workers have responsibility for a small group of children. They monitor academic progress and personal development in great depth and report progress to parents and carers. Key workers are rotated so that children do not become too dependent on one adult. Record keeping is meticulous and accurate.

The setting is hygienic and well organised which helps children to develop good habits and understand the importance of healthy lifestyle, such as hand washing before eating. The need for healthy eating and frequent exercise is understood. Children learn about their bodies especially the healthy heart. Good policies ensure areas, such as behaviour and caring for each other are part of everyday activities. However, a few minor policies have not been dated.

Children rapidly develop independence in making choices and selecting materials, toys and books. However, a few boxes of materials lack clear labels to encourage good reading and writing. Children have confidence and high self esteem through the daily experiences of working together. Their work is often displayed and clearly dated and named so that it can be made part of each child's 'Learning Journey'. Children like visitors and enjoy when students come from the secondary school on work experience. They also enjoy going on visits. Children experiment and investigating new materials, including the computer. During the week of the inspection, children made Mother's Day cakes and were busy decorating the cakes with icing, stars and sprinkles; they could not wait to show their parents and carers.

Children feel safe in the setting. The urgent signal 'ship shape' is used to gather children together, so in case of a problem children immediately freeze and listen. They know about the people in the community with special roles that help them, such as policemen. They make decisions about looking after themselves, such as putting on and fastening their coat when they choose outdoor play in cold weather. The frequent use of toys and stories that help them count to 10 and their rapidly improving communication skills show they are getting ready for the next steps in their development. Child-initiated play is a strong feature of learning and staff are very skilful at intervening when a child is struggling without taking over.

Adults in the setting have a range of varied skills that are used effectively to give specialist input, such as art skills and cake making.

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?	1
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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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