

White Oak Pre-School

Inspection report for early years provision

Unique reference number EY273447
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Inspector Susan 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

White Oaks Pre-School was registered in 2004. It is managed by Kent County Council Social Services. The pre-school is situated on The Willows site in Swanley, Kent. There is a secure area for outside play.

Registration is for a maximum of 26 children in the early years age group, although the group do not currently care for children aged under two years. No overnight care is offered. There are currently 52 children on roll, of whom 50 receive funded nursery education. The group offers full day care from 8:00am until 6:00pm, or children can attend one or two sessions a day from Monday to Friday. The group opens 50 weeks of the year.

There are seven staff, all of whom have appropriate early years qualifications. The pre-school operates using the High Scope format.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide good support for individuals, ensuring that all children make progress in their learning and development overall. Children feel extremely safe and confident because there are excellent systems in place to safeguard their welfare. They benefit from easy access to a wide range of specialist services, well-organised activities and very good staff support which takes account of their individual interests and needs. Children's welfare is successfully promoted through well understood procedures and successful evaluation. The managers and staff work closely together to evaluate the provision and their capacity to keep improving is exceptional. Children's good progress is underpinned by strong relationships with parents and carers and extensive systems to involve and communicate with them.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment covers everything with which a child may come in contact such as, the toys and resources they use
- strengthen the use of systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child indoors and out, across all areas of learning and development

The effectiveness of leadership and management of the early years provision

Some aspects of Leadership and Management are outstanding. This is due to the meticulous attention paid to safeguarding children in the pre-school setting and working closely in cooperation with a range of professionals to secure the highest levels of welfare possible for the children. The managers and staff have an excellent understanding of safeguarding as they all attend training and have established well understood procedures for dealing with any concerns. The staff are aware of how and when to share information without compromising confidentiality or losing the trust of the families using their service. The close working of the staff team ensures they are aware of safe practice and they are extremely vigilant in their care of children. There are extensive risk assessments and systems in place to minimise identified hazards although the toys, resources and equipment have not been included in the record of the risk assessment. However, as there are daily checklists and systems in place to check these toys and resources and deal with any hazards, which do not impact on children's safety. There is clear information provided for staff and parents on how to raise complaints or concerns and questionnaires used by the setting are analysed to address any improvements that can be made.

Children are cared for in a secure, attractive and well maintained environment at all times. Play resources are interesting and used well to provide a range of play experiences that successfully enhance their learning. For example, the dressing up clothes and pretend play offers school uniforms and lunch boxes during the last term of the year to help prepare children for school. Staff adapt the play environment to suit the children's individual interests and ages and stages of development. Children freely access plenty of interesting and versatile resources in the outside play areas, including areas to dig and plant, a playhouse, bikes and a den behind low shrubs which promotes a range of imaginative play. There are varied resources reflecting diversity and showing different written languages and staff have confidently used words in other languages spoken by those who attend. For instance, staff have familiarised themselves with the Turkish words for grandparents to provide recognition and extend the welcome to all families. Children with additional or special educational needs and/or disabilities are able to make good progress and are supported by the attention and priority staff give to their individual needs.

The manager has completed a self-evaluation using the suggestions from staff and they identify improvements they intend to make; for example, the setting targeted questions regarding transition to reception class and used the information to plan visits to the main feeder schools and offer support to parents and children in accessing information from these schools. This resulted in smoother transitions for almost all the children who left to go to school. The continual review of provision allows staff to keep building upon the quality of the provision. A good awareness of the needs of children and constant participation in a variety of training invigorates the practice and enthusiasm of staff.

A good two-way flow of information ensures staff regularly make parents aware of

children's achievements and discuss any concerns they may have. Information is shared when staff complete home visits and children first begin at the pre-school, and the use of frequent, shared assessments and unique stories enable continuing parental contributions. This enables staff to support and include all children with success. Parents benefit from frequent opportunities to access written and verbal information about their children's progress and achievements. The staff have extremely positive relationships with parents which enables them to work together to meet the needs of individual children. Parental contributions are valued and questionnaires are used and the resulting responses provide a focus for improvements. All parents spoken to at the inspection expressed their great satisfaction with the service they receive and described the strong progress their children had made due to the good efforts of staff. The staff welcome a range of other professionals into the setting, including teachers from nearby schools which supports children effectively. There is frequent contact with the adjoining Children's Centre who offer to support the children and their families in a variety of ways. For example, by providing workshops on the highscope methodology which the setting uses.

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

Children settle quickly and happily into this safe environment when they first attend. They feel extremely secure in the setting because staff create a welcoming and nurturing atmosphere which promotes their feelings of trust. Staff frequently record what children achieve, noting their observational assessments against each area of learning. The staff construct good opportunities for children to develop their skills and understanding by identifying activities that can be used to support individuals during their staff meetings. These are then incorporated into plans by key workers but the system shows some minor inconsistencies in how these are tracked. However, all staff are all aware of children's development and have accurately identified their individual and any additional needs. Children benefit from the high staff ratio and receive very sensitive and effective support to enable their progress. Plans are flexible and take account of children's individual development and key persons use these to identify and support individual, or additional needs. The manager monitors the observations of staff who all contribute to plans although there it is not clear how this is tracked.

The interesting activities and routines promote children's confidence and enable them to feel happy and secure in this welcoming environment where staff are always ready to respond positively to their needs. Children enjoy their play and learning as staff recognise their abilities and acknowledge their achievements and extend their play by encouraging further contributions. For example, when sitting and sharing a book with staff, they are challenged to find matching words and to discuss their own ideas and experiences. This makes them feel valued as staff are interested in them. Children's behaviour is very positive as they are sensitively reminded to be kind and share with each other if the need arises. Staff employ very positive strategies to manage children's behaviour, using timers so that the children can manage turn taking. Children's relationships with each other and

behaviour reflects the good role models of the staff who are attentive, kind but clear in their expectations.

Children develop an awareness of their own health by enjoying opportunities to discuss the foods they eat and they learn the benefits of a healthy diet. Their dietary needs and preferences are noted and used by staff serving the food to ensure their health and safety. Children enjoy digging and growing plants and learn how to care for these so that they are able to see these growing, harvesting them to eat. Staff successfully support children's independence and promote opportunities for them to make their own choices. For instance, children enjoy playing in the garden, using the sit and ride toys or they choose to play in the playhouse with the dolls and buggies. Some like to spend time playing in the sand pit which is in the shade and others enthusiastically play in the tunnel. Children get excited playing in their den behind low shrubs and staff ensure children are able to safely participate and enjoy their play while allowing children to take some risks. For example, children have access to a large tree which they can climb and explore.

Children freely select from the resources in the low units and sit at tables to engage in art and crafts, puzzles or games. This is successfully supported by the patience and sensitive encouragement of the staff who provide a variety of items to extend children's play. For example, staff ensure there is a variety of paper, pencils, glue, scissors and stamps for children to use. The use of stamps helps children to experience writing for a purpose, as they send invitations to the Teddy Bears picnic home. They enjoy the whole group time when they clap and count the number of children present which provides them with an understanding of numbers. Children also develop their understanding of time and place and of celebrations.

The children enjoy visitors coming to the group and learn how to care for the animals when the farm visits with a selection of animals which they pet. This promotes their social confidence and understanding of the roles of the adults who visit, such as the community support officers. Children explore by wildlife by examining using the ladybird house and they learn about features of the natural world. Children confidently use the computer and independently select the programmes they like, building upon their understanding of colours, numbers and shapes. Children are developing good communication skills as staff skilfully ask questions and prompt children to talk about their ideas and choices. Children enjoy the lending library which enables them to take home a variety of books and confidently help themselves to a variety of these, confident in the expectation that staff will sit and share these with them.

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	1
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	1

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	1
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