

The Oakwood Pre-school

Inspection report for early years provision

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Inspector

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Setting address

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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

Oakwood Pre-school is privately owned. It opened in 1996 and operates from one main room within a church hall in Langdon Hills near Basildon, Essex. A maximum of 26 children may attend the pre-school at any one time. The group opens five days a week during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 69 children from two to under five years on roll. Of these, 53 children receive funding for early education. Children attend from the local community. The setting supports children who have learning difficulties and/or disabilities and who speak English as an additional language.

The pre-school employs 12 part-time members of staff. Of these, all but one, hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and settled in the welcoming group environment. They enjoy a varied range of activities and learning experiences which effectively help them to make good progress across all areas of their learning. The outdoor area is well used with children spending a good proportion of their time outside. Parents are valued as partners in their children's learning and close links with local schools enable a smooth transition for children as they progress into full-time education. Effective systems for monitoring and evaluating the provision enable the owner and staff to identify areas for continuous improvement. Assessment records are kept on every child and these are shared with the parents. They are clearly recorded however do not currently clearly identify the children's next steps.

What steps need to be taken to improve provision further?

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

- develop children's assessment records to clearly identify their next steps.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a secure understanding of the safeguarding procedures and attend relevant training to update their knowledge. A comprehensive risk assessment is carried out repeatedly ensuring that potential hazards to children are identified and

appropriate action is taken. As a result, children play in a safe and secure environment where their safety is given high priority. Staff are appropriately deployed throughout the sessions to ensure that children are well supervised in all areas. Although, all the required documentation is in place, it has been identified that the current assessment records kept for children do not clearly identify their next steps.

All staff employed are suitably qualified and experienced. They are highly motivated and work together well as a team. They have a good understanding of the Early Years Foundation Stage and of how to support children's development successfully. They act as good role models, use effective teaching methods and offer children lots of praise and encouragement. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. Children are valued as individuals and their choices and contributions respected. They have opportunities to learn about different cultures and traditions such as Chinese New Year talking about and participating in art work relating to the year of the rabbit.

The environment is planned to offer children a stimulating and welcoming environment. They have the uses of a large play room and a outside play area, which has an all-weather surface so the children are able to go out in all weathers. Furniture, toys and equipment are of good quality and well organised to enable children to play in comfort and safety and make real choices in their play, consequently developing their independence and decision making. Parents receive good information via the notice board and in conversation with the key workers and staff. Parents questionnaire indicate that they are very pleased with the activities, learning opportunities and care given to their children. The parents spoken to at the time of the inspection were full of praise for the staff and the learning and care their children received. Detailed information is provided by parents before children start to enable staff to gain an understanding of children's needs, abilities, likes and dislikes. Parents are able to speak to staff on a daily basis and share their childrens assessment records. The pre-school has formed links with outside agencies and other settings delivering the Early Years Foundation Stage.

The owner and staff use self-evaluation systems to reflect on their practice. Strengths and areas for improvement have been highlighted and the setting recognises the importance of ongoing evaluation to further enhance the quality of the provision for children.

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

Children are happy, confident and settled in the child-centred, welcoming environment. Staff set out an interesting and motivating range of activities on a daily basis which cover all areas of children's learning and development. Staff skilfully allow activities to move on as the children develop and become engrossed in their own ideas such as making birthday cards for their parents and cakes with the play dough. Planning is balanced across all areas of learning and focuses very

much on children's interests and the current theme which ensure activities are meaningful and children are actively engaged. For example, the children enjoyed worm painting, looking at and cross referencing bugs on the bug table and in the book. They use magnifying glasses to watch and find spiders and snails in the garden and dance along to songs related to the theme. Staff know the children well and effectively support children's learning through their active play and exploration. They promote learning in all areas.

Children communicate confidently with staff who listen attentively. The snack table is a very good use of a social occasion with children talking to each other and the staff. They sit in colour groups which they identify by the colour cups they use. They have good opportunities to develop their knowledge and understanding of the world as they plant, grow and care for plants such as Sunflowers. Children enjoy books as they sit in the book corner, they use mathematical language as they play with the construction toys. Children are praised frequently for their efforts and achievements, promoting their self-esteem. They are becoming independent learners as they eagerly select resources and initiate their own games. Children are involved in choosing forthcoming activities as staff sensitively listen to their ideas and ensure resources are provided for the next session. Children enjoy being creative as they make decorations and cards relating to special events.

Children are developing a good understanding of how to keep themselves and others safe whilst inside and outside the group. Children manage their personal hygiene routines well. They enjoy energetic games in the hall and outside area. Children behave well because they are motivated and busily occupied. Staff are good role models and help children to share and take turns. Positive activities are shared as children help to clear away at the end of the session. Children are learning good skills for the future as they learn to be independent, form relationships and progress in their learning and development.

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