

Oasis Pre-School

Inspection report for early years provision

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Inspection date	23/01/2012
Inspector	Janet Capon

Setting address	Surbiton Hill Methodist Church, 39 Ewell Road, Surbiton, Surrey, KT6 6AF
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Type of setting	Childcare - Non-Domestic

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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

Oasis Pre-School has been open since 1975 but has been under new management and newly registered since September 2003. It operates from an annexe and additional adjoining room within Surbiton Hill Methodist Church, in Surbiton, Surrey. The pre-school has sole use of the annexe and also sole use of a secure outdoor play area. The pre-school is open from 8.30am to 4pm from Monday to Friday, during term time only. Children attend for a variety of sessions. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for 25 children in the early years age group, none of whom may be under two years of age. There are currently 53 children from two to five years on roll. The pre-school is funded to provide free early education for two-, three- and four-year-old children. There are seven members of staff who work at the pre-school. Of these, the manager is qualified to degree level and five others hold appropriate qualifications at levels 2 and 3. One member of staff is working towards a childcare qualification. The pre-school supports children with special educational needs and/or disabilities and those who learn English as an additional language. The pre-school 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 and confident, playing in an inviting and secure environment. Generally, good use of resources supports all areas of learning, including a particularly high quality outdoor space. Excellent links with parents and outside agencies help promote inclusion successfully for all children and enables them to make good progress in relation to their starting points. Parents are actively encouraged to be involved in the daily life of the pre-school and speak very highly about the quality of service the pre-school provides. Successful self-evaluation of the provision and clear aims for future development mean the pre-school is well placed to maintain improvement.

What steps need to be taken to improve provision further?

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

- improve the development of children's independence skills by encouraging them to take responsibility and join in by helping with manageable tasks that interest them, such as helping at meal times
- encourage children to access resources freely, move them from one place to another and help plan the layout of the indoor environment, in order to better allow them to make connections in their learning.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding children. Staff have a clear understanding of the written policies and procedures and know what to do if they have concerns about a child. Good recruitment and vetting procedures are in place, and as a result staff working with children are cleared as suitable to do so. Thorough induction procedures for new staff continue over several weeks. The risk assessment is effective. Staff are vigilant regarding children's safety and carry out daily checks to establish that all areas accessible to the children remain safe. The pre-school chooses to operate with a high adult to child ratio and this allows the children to be closely supervised at all times, which also promotes their safety well.

Record keeping is comprehensive and underpins the smooth and efficient daily running of the pre-school. Evacuation drills are regularly carried out and recorded so children develop a good understanding of what to do in an emergency. All visitors are required to show appropriate identification before being allowed on the premises and must sign the visitors' book.

The manager and staff team work closely together to evaluate the pre-school's strengths and any areas to develop accurately overall. All recommendations from the previous inspection have been successfully implemented, improving provision for the children. The pre-school has made significant improvements to the outside area since the last inspection. As a result, children use an interesting and well resourced play space. Staff attend regular training to keep their knowledge and skills up to date, and are encouraged by the manager to cascade information to other members of staff to share good practices. The manager also delivers additional in house training to the staff team so they are able to fully support the children's learning and development needs effectively.

The learning environment is bright and welcoming. All children have equal access to a variety of high quality resources and equipment that effectively supports their learning and development. Staff set up a stimulating environment daily but do not make arrangements that encourage the children's full participation in choosing resources, in order to extend their play. Children benefit from a well organised key person system and, in addition, the small size of the pre-school means all staff get to know the children extremely well and plan successfully for their separate needs and interests. Staff deployment is excellent.

Staff gather valuable information about children's backgrounds when children first start at the pre-school and this variety is reflected comprehensively through displays and resources. Children learn about themselves and others through experiences relevant to them through a carefully selected variety of festivals, for example, Chinese New Year. The pre-school invites parents to join in with the celebrations and encourages children to bring in interesting items from home that are special to their family. There are highly effective monitoring systems for children learning English as an additional language who make excellent progress as a result.

The pre-school has excellent working partnerships with other professionals, which promote children's learning, development and wellbeing successfully. Information obtained from other professionals, such as speech and language specialists, fully supports children's developing communication skills. Staff liaise with other providers to ensure there is full continuity of care for any child who also attends another early years setting. There are well established channels of communication with local schools, maintained through support meetings.

Parents are extremely complementary about the pre-school and speak very highly of the care and education their children receive, offering such comments as, 'I know what he is working on and how I can help him at home' and 'They encourage us to get involved'. Highly positive links between home and the pre-school are encouraged right from the start, and are key to the settling in process for all children, including those with additional needs. There are daily opportunities to talk with staff, which parents find very reassuring.

Parents are kept exceptionally well informed of their children's progress. They are invited to regular parents' meetings to discuss learning and development achievements and get excellent ideas about how they can continue to support their children's learning at home. The pre-school offers many different ways for parents to be involved with pre-school, such as helping out on a regular or occasional basis, organising social events and inviting parents to talk to the children about the jobs they do. Parents' views are sought and acted on, helping to drive improved outcomes for children highly effectively, such as improving communication between home and pre-school for those who do not visit daily.

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

Children are confident and happy in the pre-school, evidently feeling secure. The staff team work together well and provide a well organised learning environment in which children are encouraged and motivated to learn. Activities and resources available to the children capture their imaginations and they are busily occupied throughout each session. They move freely between activities and spend their time in a variety of ways. Children make some choices about the activities they choose, for example, and whether to play indoors or outside, but receive little encouragement to self-select from stored resources to extend and enhance their play.

Children work well together in small groups, building with construction blocks for example, while others dress up and play imaginatively in the 'home corner'. Children listen attentively as staff read stories to them in the smaller room. Older and more capable children count confidently and recognise numbers that are important to them. Throughout the session all delight in painting, drawing and writing, eagerly practising their growing skills. Many children write their names and correctly form some of the letters. Children show skill and dexterity as they confidently use the computer mouse to navigate their way around the computer screen. They learn useful skills that will support their move to school well. Whilst

children's independence is encouraged through learning and play activities, this good practice is not currently extended fully to the pre-school's daily routines. Staff pour children's drinks for them and do not involve them as much as possible through encouraging them to do things for themselves and take on small responsibilities.

Children have the use of a secure outdoor area which is well resourced, including a range of wheeled toys and both large and small climbing equipment to support physical development. The six required areas of learning are fully represented in the outdoor area and children thoroughly enjoy the time they spend out there. They jump skilfully on the hopscotch mat calling out numbers as they do so and play purposefully in the sand pit, making sandcastles and busily filling and emptying buckets as they learn the fundamentals of capacity.

Children's learning and development needs are planned for effectively as staff have very good knowledge overall of each child's individual needs. All children have a personal 'learning journey' which provides information on their achievements and learning targets. Parents may contribute to this record, helping to cement the excellent communications between home and the pre-school, so staff are fully aware of children's home activities. An effective monitoring system is then used to track children's progress in relation to the Early Years Foundation Stage.

Staff closely supervise children's hygiene practices. All wash their hands after using the toilet and before eating food. Children enjoy healthy snacks of fruit and vegetables. They tuck into healthy packed lunches provided by parents. Children enjoy physical activities in the fresh air on a daily basis. There is also a comfortable area in the smaller room where children can rest and relax if they are feeling tired, showing how well they learn to recognise how they are feeling.

Children behave well and act in a safe and appropriate manner during their time in the pre-school. They know what is expected of them and show care and compassion to others. They receive praise and encouragement from a caring and dedicated staff team who act as positive role models and treat every child with dignity and respect.

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	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	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	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