

Tiny Oaks Pre-School

Inspection report for early years provision

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Inspector

Vicky Donnelly

Setting address

C/O Oakridge Infant School, Oakridge Road, Basingstoke,
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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

Tiny Oaks Pre-school is run by a voluntary committee made up of parents and carers. It opened in 1998 and operates from its own purpose built premises in the grounds of Oakridge Infant School in Oakridge, on the outskirts of Basingstoke, Hampshire. Children use a secure outside play area and have use of the infant school's outside grounds and hall. The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 36 children may attend the pre-school at any one time aged from two years to under eight years, all of whom may be in the early years age group. The pre-school is open during term-time from Monday to Friday and offers hourly arrival times from 9am to 3pm with a minimum of two hour sessions. There are currently 68 children on roll. The pre-school is funded to provide some free early education to children aged three and four years. The pre-school supports a number of children with special educational needs and/or disabilities and also supports several children who learn English as an additional language. The pre-school employs eleven members of staff. Of these, seven of them hold appropriate early years qualifications and one is working towards early years professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children delight in attending this inspiring pre-school. Their care and learning is prioritised highly effectively overall by the devoted staff who ensure that they are safe at all times and are continually developing key skills for the future. Children's individual needs are met highly effectively due to successful partnership working with parents and other agencies. Staff ensure that all children are fully included in the pre-school and given the support they need to reach their individual potential. The committee and all staff work together exceptionally well to evaluate the strengths and weaknesses of the pre-school accurately and show excellent capacity to continue to maintain the high standards achieved.

What steps need to be taken to improve provision further?

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

- enhancing children's outdoor learning by exploring ways of linking the indoor and outdoor environments so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Staff are well-trained, enthusiastic and morale is very high. They work highly effectively as a team and the manager regularly reviews their performance to ensure their continued suitability and individual professional development. They are fully involved in monitoring and analysing the provision and use feedback from parents and children to help them in this process. This allows them to create exceptionally well targeted plans to improve outcomes for children. All children thrive as a result of the learning environments provided, although that for the outside area is not developed as fully as possible. Children benefit from using new attractive resources, such as the wooden kitchen for the home corner, sofas and soft furnishings for the book and cosy corner. Safeguarding children is paramount. Staff have a comprehensive awareness of safeguarding issues. They have all attended training and fully understand their individual roles and responsibilities for protecting children's welfare. The pre-school has comprehensive safeguarding policies and procedures and has recently added a 'Whistleblowing and Volunteer Policy' to further protect them. Extensive recruitment and vetting procedures ensure that staff are cleared as being suitable to work with children.

Staff and parents enjoy a close working relationship. Parents are kept very well informed about all aspects of their children's achievements, well-being and development. Staff are available to chat to them on a daily basis and parents are offered termly meetings with their child's 'key person'. The pre-school uses a 'buddy' key person system, so someone is always present who knows an individual child particularly well. Staff give parents useful ideas of how they can support their children's learning at home, by use of home books. Both parents and the children are actively encouraged to contribute to the children's learning journeys, which ensures that all are fully included in children's learning. Staff also enjoy highly effective working relationships with other services and early years providers. They have well-established channels of communications with agencies, such as the speech and language therapists, and health visitors. They have excellent links with the school that the children usually feed into and with other local settings. This ensures a shared approach to children's care and learning.

Staff know children's individual needs extremely well and take highly effective steps to ensure that all children are fully integrated. The special educational needs coordinator works very closely with parents and other agencies to ensure the requirements of children with additional needs can be successfully and efficiently met. Parents give particularly positive feedback about the way in which staff have supported their children's individual needs, such as giving the setting key words for those with additional languages and developing their social and emotional skills. Children are learning about the society in which they live and the wider world. There are positive images of diversity all around the pre-school showing children with different skin colours and with disabilities. There are also plenty of multicultural toys and resources, such as books and puppets in the book corner. Staff access support from the local 'specialist' schools and from the area coordinator to ensure they have good ideas of how to support children who speak

more than one language and for those with disabilities.

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

Children display a strong sense of security within the pre-school. They confidently move around the areas available. They are learning to assess risk as they talk about what they need to do before they cross the road and discuss why they need to walk on the inside of the pavement. This is enforced by using the Pelican crossing next to the pre-school building. This helps them to keep themselves safe. They show an excellent understanding of healthy eating as they talk about which foods will make them big and strong and how they need to drink a lot. The children are encouraged to help prepare the snack, being told how to use sharp knives correctly and are involved in washing up their own cups and plates after use.

The whole room is rich in print and resources are labelled with both pictures and print. Suitable early writing implements are available to children in many of the areas both inside and outside. This allows them to develop excellent skills for the future. Children display extremely high levels of confidence and self-esteem. They chat confidently to adults and work very well with other children in activities, such as using the kitchen equipment correctly and making 'watches'. Most settle quickly and those that are new and unsettled are supported very well.

Children work extremely well independently and can focus on self-chosen activities, such as role playing and drawing and early writing, for extended periods. They are developing an excellent awareness of how families differ, as they play with varied toys and books that show positive images, such as children from around the world. Children play a full role in the pre-school. They are asked to give regular feedback and staff take account of the ideas and interests highlighted when they plan activities and draw up plans for future activities.

Children have completely free access to all resources and most play areas, which allows them to make choices and initiate play, although currently they cannot make their own decisions about when to play outside and for how long. They confidently decide what to do and interact particularly well with one another as they take part in joint activities, such as playing with different containers and utensils at the water tray. They use a wide variety of technology competently, including a computer. They enjoy a varied range of mathematical toys such as balance scales, an abacus and games. They count items confidently and talk about how many will be left if they take one away. Most are confident speakers and those who have speech and language difficulties are supported highly effectively with the use of sign language. The special educational needs coordinator does carefully planned work with small groups of children. Children chatter animatedly and staff encourage them to talk about what they are doing. Staff make frequent 'snap shot' and detailed observations of children's progress and use this information to plan for each individual children need to do next. This ensures that

each child's unique learning needs are fully met.

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	1

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	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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