

Little Oaks Pre School

Inspection report for early years provision

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Inspector	Hayley Marshall

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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

Little Oaks Pre School opened over 20 years ago and moved to its current location in 2008. It operates from purpose built premises, with a secure outdoor area, in the grounds of the local primary school in Waddesdon, near Aylesbury, Buckinghamshire.

The Pre School is registered to care for a maximum of 30 children under eight years, all of whom may be in the early years age group. There are currently 45 children on roll aged from two years to the end of the early years age group. Children aged three and four years are funded for free early education.

The Pre School is open Monday to Friday from 9am until 12 noon and 12.30pm until 3.30pm. There is a lunch club between 12 noon and 12.30pm. Children attend for a variety of different sessions, term time only. The Pre School currently supports a number of children with special educational needs and/or disabilities.

The Pre School employs 12 staff, six of whom hold appropriate early years qualifications.

The Pre School is accredited with the Pre School Learning Alliance and registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Pre School provides exceptional care for children who make significant gains in their learning and development. Exemplary partnerships with parents support staff to fully meet children's individual needs. Partnerships with other professionals are generally highly effective in supporting children during times of transition and when needing further support. Children's safety is extremely well prioritised and promoted. Systems in place to evaluate the Pre School are highly reflective and demonstrate an outstanding capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- developing further arrangements to ease transitions between settings for all children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate an exceptional understanding of how to keep children safe. Induction procedures are fully embedded and clear arrangements are in place to respond to concerns about the welfare of any of the children. The Pre School carries out extensive checks to confirm the suitability of those who work with children. Innovative practices test and review the effectiveness of policies and procedures that are in place to keep children safe. Staff are vigilant in minimising risks by conducting assessments and supporting children to assess risks for themselves.

The management team and committee are ambitious and proactive in seeking opportunities to further improve outcomes for children. Action plans are challenging and based upon highly reflective evaluation of strengths and weaknesses. The management team work enthusiastically together sharing practice and supporting the development of all staff. As a result, there is exceedingly high morale amongst staff and a clear vision shared by all.

Self-evaluation is extensive and highly effective in reflecting upon practice. Excellent monitoring and analysis enables the Pre School to recognise clearly, areas for action planning. Recommendations from the last inspection have been addressed extremely well because staff are committed to maintaining ongoing improvement.

Children benefit from a wealth of opportunities to extend their knowledge in all areas. Highly skilful staff support children through careful observation and planning focused upon extending their knowledge and development. The interesting selection of resources create meaningful opportunities to extend children's learning. For example, they have equipment to record themselves and others speaking and play it back changing the tone of their voice. Staff use recycled materials to stimulate children's senses, such as using household objects make wind chimes. This demonstrates an excellent commitment to making resources sustainable. Children move freely, choosing what they want to play with and taking resources around the environment with them.

Vibrant activities such as the 'Carnival of culture' support children's understanding of the world in which they live. Children are fully accepting of each other because staff are highly effective in ensuring that they are all well integrated. Children also learn about different cultures and ethnicities through resources such as books and posters which reflect diversity. Staff clearly identify children's starting points and are highly successful in closing the gaps in achievement. As a result, outcomes for children are outstanding.

When children need additional support, staff take swift action to work with other agencies making sure that their needs are met. Staff also seek out opportunities for further training to broaden their own knowledge and share this with their colleagues. Overall, partnerships with others who provide care for children are exceptional. A two-way exchange of information with childminders enhances

outcomes for children because there is continuity in their care. The Pre School has extremely effective links with the local school. It is also beginning to take a lead role in establishing similarly positive relationships with schools outside of the local area. As a result, they significantly ease most children's transitions and work is taking place to make this the case for all children.

Parents have a significant involvement in shaping practice within the Pre School. Inspiring projects such as a Saturday reading group and a planting initiative support the engagement and inclusion of all families. There are many opportunities for parents to receive and share information about their child's progress. Parents feel happy with the care that their children receive and feel that they thrive within the Pre School.

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

Children are eager to attend the Pre School and quickly become engrossed in activities. They are busy, curious and creative in their learning. An exceptionally nurturing key-person system means that staff know all children's individual needs. Staff undertake observations to identify children's interests and areas for development. They share these during weekly planning meetings to ensure that all needs are met exceptionally well. An inspiring range of activities meets children's differing capabilities as they grow. This helps children to feel confident in their own abilities, such as practising to write their name. Children explore their feelings and emotions through imaginative and creative play such as using watercolour paints and role-play.

Children are happy, settled and display high self-esteem. Meaningful opportunities for developing their interest in problem solving, reasoning and numeracy support children to count, measure and match numbers. Children are curious about the world around them and ask searching questions. They can articulate their likes and dislikes and express their thoughts clearly. Children have a high level of independence and make extensive choices about what they play and how they play. These are skills which prepare them well for the future. Children work together well, negotiate and use their imagination during play. They can freely use the computer and programmable toys to explore their natural curiosity of how things work.

Children share exceptionally warm and affectionate relationships with the staff that care for them. They seek staff out to share experiences and ask for praise when completing tasks. When working together, children are respectful, considerate and take turns. When needing to finish activities and tidy up, music signals the warning of approaching change. This helps children to understand expectations and learn the routine of the day. Overall, children behave extremely well. If they need support with their behaviour, staff respond quickly and divert their attention.

Free-flow access to the outdoor area allows children to gain an excellent understanding of the importance of exercise as part of a healthy lifestyle. Children

engage in physically strenuous activities such as climbing through tunnels and balancing on beams. This helps them to push their bodies to stretch and move with confidence. The Pre School grows its own vegetables and children are actively involved in the preparation of their snack. Therefore, they gain an excellent understanding of what are healthy food choices. Throughout the day, children pour themselves a drink when they become thirsty. Children manage their own hygiene because there are routines in place to teach them about reducing the risk of infection. They learn to wash away germs from their hands when returning from playing outside and before eating their snack.

Children challenge themselves to persevere with tasks. They confidently assess and manage risks for themselves and moderate their actions when they need to. Children use tools and equipment skilfully and with confidence. Staff plan enriching activities to broaden children's understanding of how to keep themselves safe such as inviting local police into the Pre School to talk about stranger danger. As a result, children demonstrate a highly impressive understanding of how to keep themselves and others safe.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met