

# Oasis Academy Lord's Hill Pre-School

Green Lane, SOUTHAMPTON, SO16 9RG

<b>Inspection date</b>	14/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Enthusiastic managers work well with staff to create a welcoming environment where children and parents feel comfortable, secure and valued.
- Children progress well because they receive good support and experience a wide range of activities.
- The pre-school is resourced well with good quality toys and equipment indoors.
- Staff get to know children well which helps them meet children's individual needs.

### It is not yet outstanding because

- Outdoor play areas are not always resourced imaginatively to fully support children's learning in all areas.
- Staff do not always organise group activities and routines so that all of the younger children are fully aware of what is expected and join in.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation, a selection of policies and procedures and children's records.
- The inspector reviewed and discussed self-evaluation documents.
- The inspector carried out a joint observation with the manager.

## Inspector

Marilyn Joy

## Full report

### Information about the setting

Oasis Academy Lordshill Pre-school is an established pre-school which registered in new premises in 2013 and is managed by a management committee. It operates from rooms in the Oasis Community Hub site in the Millbrook area of Southampton. The pre-school is open each weekday from 9am to 3.30pm during school term times. All children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school receives funding for the provision of free early education for children aged two, three and four years. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school employs eight members of staff; of these, one member of staff has a qualification at level 5; one member of staff has a qualification at level 4; three have qualifications at level 3; one at level 2 and two members of staff are unqualified but currently studying for a relevant early years qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop the outdoor environment further, and include it in the planning, to take indoor learning outdoors and to respond to children's spontaneous interests
- review the organisation of daily routines and activities and make expectations clear to help younger children understand and participate fully, such as, with helping to tidy up and joining in at music time.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff provide a happy and welcoming atmosphere where children enjoy learning. Staff teach children well and, as a result, children make good progress and are busy in their play. They develop good concentration skills when they become engrossed in painting and filling and emptying containers in the water tray. They develop their hand-eye coordination well as they become increasingly skilled in making marks and pouring water from one container to another. Children enjoy listening to stories in the cosy book corner. Consequently, they learn that reading is pleasurable and words have meaning. Staff support this further by labelling displays of children's work, displaying signs and labelling some of the toy boxes. They help children become familiar with letter shapes and sounds when they play games and make puzzles with them. Older children recognise their names because they find them daily and add them to the registration board to indicate who is

present. Older children move around the playroom with confidence. They know where to find pencils and paper if they want to draw and tissue paper and glue for making a collage. The easy access to resources and staff encouragement for children to manage tasks for themselves helps children become increasingly independent and self-sufficient. Staff place a strong emphasis on promoting children's personal, social and emotional development. This prepares them well for the move to school.

Staff promote children's communication skills well by encouraging them to talk about what they are doing and engaging them in relaxed conversation. Staff help younger children to focus by gaining eye contact with them. Staff speak clearly and introduce the vocabulary children need so they can express themselves, which is particularly important when supporting children learning English as an additional language. Staff learn words in children's home language so they can reinforce and value what the children say. Staff liaise successfully with other professionals, such as speech therapists, in order to tailor teaching to respond to children's individual needs. Consequently, children's communication skills are promoted well.

Staff regularly observe children and record their achievements and interests. They use this information effectively to track and plan each child's progression. Staff incorporate children's next steps effectively into the weekly planning so that children are individually challenged. Staff involve parents in this process through daily discussions, sharing their child's learning journal and by providing them with a termly report. Parents are fully involved, contributing to children's records and when staff complete the required progress checks for children aged between two and three years.

Staff use planning effectively to make sure all areas of learning are covered. However, they do not always plan activities, or provide a wide range of resources, outdoors to extend children's choices. Consequently, staff miss some opportunities to fully extend children's learning. For example, water play is provided successfully indoors to promote mathematical development and understanding of volume and measure. However, staff do not take advantage of the wet weather to encourage children to measure the rainfall or use the gutters they have to experiment with water flow. Overall, children experience a broad range of activities that support their learning in all areas. They play imaginatively in the role-play area and create their own storylines. For example, re-enacting news stories they have heard and using wooden blocks to construct flood defences. Younger children explore the texture of rice and compare it with the sound of rain. They make patterns in sand and experiment with dough. Children enthusiastically join in with action songs and take turns in using the computer. A highlight for all ages is visiting the city farm. Children say hello to the pigs and feed the chickens. Staff use these visits effectively to teach children about the animals and how to care for them.

### **The contribution of the early years provision to the well-being of children**

Children arrive confidently, and happily greet their friends and choose what they want to do. Staff are prepared for children's arrival and ready to help them settle. Each child has their own key person, whose role is to get to know them well, focus on their individual

needs and liaise with their parents. Parents value this and appreciate how approachable staff are. Children benefit from parents' confidence in the pre-school because it helps them feel safe and secure. Staff continue to build children's confidence during their time at the pre-school. Staff value children's achievements and boost their self-esteem with plenty of praise and encouragement. This supports children's emotional well-being and prepares them for the move to school.

Staff encourage children to develop an awareness of healthy lifestyles. Staff encourage children to play outside in the fresh air daily. Children develop their physical skills well as they become skilful in using a range of equipment, whether this is the climbing frame, pouring water or using scissors. Staff provide nutritious snacks to raise children's awareness of healthy eating. Staff encourage children to develop good hygiene habits and to wash their hands at appropriate times. Children benefit because guidance from staff is consistent. Older children, in particular, know what is expected of them because staff provide clear boundaries and explain what to do. Consequently, children help to tidy up at the end of the session, sit on the mat for circle time and walk indoors. Staff notice when children run indoors and speak to them quietly. Children respond well to this gentle reminder, telling staff they need to walk and then proceed to do so. Guidance for younger children is not always as clear. Staff speak effectively to individual children, focusing the children's attention on the task such as putting the toys away. However, staff do not always consider the whole group, which means that some children carry on playing and do not join in with the tidying up. Likewise, it takes some time to gain all children's attention at song time because staff do not always make it clear to children about what they need to do. Once staff gain children's attention, and all the staff join in, children thoroughly enjoy the singing and action songs.

The nursery is well resourced indoors. There is plenty for children to choose from. Low level storage means children are able help themselves. Consequently, this encourages children to make choices and develop good independence skills. During the winter months less equipment is freely available outdoors to support the learning for those children who prefer to be outdoors. However, children continue to benefit from visits to the city farm which is in the same complex. Children walk to the farm, which provides staff with an opportunity to talk to them about safety such as the importance of holding hands and being careful that they do not slip in the mud. Indoors, children move around freely and safely because staff make sure it is safe for them to do so.

### **The effectiveness of the leadership and management of the early years provision**

Management have a clear understanding of the Statutory Framework for the Early Years Foundation Stage and their responsibilities. They implement effective policies and procedures to help ensure all requirements are met and the pre-school runs smoothly. Management use robust systems for the recruitment and employment of staff. Staff receive a comprehensive induction and this is followed up with regular performance management. This helps ensure staff understand their roles and responsibilities fully and supports their ongoing professional development. Consequently, children benefit from

knowledgeable staff who care for them well and help them to make good progress in their learning.

Management and staff place a clear emphasis on keeping children safe. Management and staff have a clear understanding of child protection issues and the procedures to follow if they have concerns about a child in their care. The safety of the premises is checked daily and there are clear arrangements for ensuring the premises are secure. Staff know what to do if there is an emergency, such as a fire or a child has an accident. Situations such as these are included in the staff induction, as well as during staff meetings and regular training.

Management have high expectations and a clear vision for the future development of the pre-school. They identify areas to improve and introduce action plans to achieve their aims. There is a clear emphasis on building strong partnerships with parents and the community so that children benefit from a nurturing and consistent environment that supports their all-round development. Children benefit from activities such as 'Make a difference day' when older people from the wider community join them in the pre-school for singing and a snack. Management seeks feedback from parents and responds to their comments. For example, parents said they would like more open days and a book sharing scheme. This consideration helps parents become more involved in supporting their children's experiences at pre-school. Management work closely with the local authority to help them maintain continuous improvement and improve outcomes for children. Management and staff work with other professionals to support any additional needs and provide continuity for children.

Management and staff develop positive relationships with parents. They involve them in children's learning and life at the pre-school. Parents receive clear information about the pre-school and have plenty of opportunities to speak with their child's key person. In addition, management organise a range of informative meetings for parents so they can help support children's learning at home. Parents comment on how they appreciate the welcoming environment and how much their children like attending. Parents feel well-informed and confident with the care and learning the pre-school provides.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY466044
<b>Local authority</b>	Southampton
<b>Inspection number</b>	932155
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Oasis Community Learning
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07742946744

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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