

Little Oaks Preschool

Plymouth Road, REDDITCH, Worcestershire, B97 4NU

Inspection date

Previous inspection date

05/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide a wide range of role play activities to help children develop their language and communication. Suitable methods for teaching include following children's lead and their interests, which supports their satisfactory progress in learning.
- The manager has developed suitable links with the school to help children prepare well for their move to school.
- The pre-school works well to support children's welfare and keep them safe. Staff work well with other professionals and external agencies to ensure children and families get the support they need.

It is not yet good because

- Staff do not always use their observations and assessments well enough to clearly identify the next steps in children's learning. As a result, some activities, do not always provide good levels of challenge for all children to enable them to make good progress.
- Children do not have enough opportunities to help them become familiar with their community.
- The system for self-evaluation has yet to be fully developed in order to provide an accurate reflection of the setting's strengths and weaknesses and ensure that improvement plans are effectively implemented. Parents and children's views are not regularly gathered to help inform future priorities.

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.

Inspection activities

- The inspector spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector carried joint observations with the manager.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.
- The inspector looked at children's assessment records, planning documentation, evidence of staff's suitability, and a range of policies and record keeping procedures.

Inspector

Kashma Patel

Full report

Information about the setting

Little Oaks Preschool was registered in 2013 on the Early Years Register. It operates from Oaks Children's centre on the grounds of St Luke's First School in Redditch, Worcestershire. Children have access to two main playrooms and an outdoor area in the children's centre. In addition to this, they have access to school facilities which consist of the computer room, school hall and the woodland area. The preschool is open from Wednesday to Friday term-time only. Sessions are from 8.40am until 2.40pm. Children attend for a variety of sessions. There are currently 12 children on roll in the early years age group. The preschool provides funded early education for two-, three- and four-year-old children. It supports children with English as an additional language. The preschool receives support from the local authority and Pre-school Learning Alliance. There are two members of staff, of whom one has a qualification at level 3 and one at level 6.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of ongoing observations and children's interests to plan the next steps in their learning to ensure activities clearly match future learning needs, to enable children to make the best possible progress.

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

- develop younger children's knowledge about their environment by providing opportunities for them to learn about their community through regular visits to places of interests, such as, the library and local shops
- develop the system for improvement and self-evaluation by more accurately identifying and planning for all future priorities and give parents and children more opportunities to share their views.

Inspection judgements

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

Children make acceptable progress in their learning and development as staff provide a suitable range of activities, which support their interests. Staff are developing their knowledge of observations and currently do not accurately use this information to plan an appropriate range of adult-led activities which provide appropriate levels of support and

challenge for individual children. As a result, children initiate their own free play and do not engage enough in planned activities. For example, staff plan a pasta activity to support children's interest in textures. However, some younger children get bored very quickly and lose interest because it is not planned well enough for them.

Staff provide role play activities to support children's imagination and communication. Children enjoy brushing staff's hair and learn new words, such as 'curlers'. They develop skills for the future as they use the toy till. Children recognise numbers as they sort out the money into different sizes. Staff ensure there is a wide range of resources for children to count, sort and compare. They like to use the measuring tape to see how big objects are, which helps them to learn about size. Staff ensure children have suitable opportunities to learn about the wildlife. The science and investigation area allows children to look at the birds outside with binoculars. Their interest is further supported with pictures and books about animals. Suitable procedures are in place to support children who speak an additional language at home. For example, staff collect words and work closely with parents to help to support children's communication.

Staff label coat pegs with children's names and a picture to help them learn and recognise their names. Staff are aware of the progress check at age two and have started to collect information about children's progress in the prime areas of learning to enable them to complete this with parents. Staff provide a range of messy play, such as, play dough and, paint to help develop children's creativity and imagination. Mark making skills are developing as children make patterns in the sand and use pencils to write with. Children thoroughly enjoy playing outside in the fresh air, which enables them to continue their learning outdoors and supports a healthy lifestyle. Children use a wide range of equipment, such as the climbing frame, bicycles and scooters, to help them develop skills in balance and coordination. Staff encourage parents to continue children's learning at home as they send books and toys home. Although, children have access to a well-resourced outdoor area, they do not have opportunities to go on outings to help them learn more about their community.

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

Children develop warm and positive relationships with staff and each other, which supports their security. Staff organise children in groups according to their ages, which help to promote close bonds with staff. Appropriate procedures are in place to help children settle in the pre-school. For example, parents are encouraged to visit the group several times with their children to help them become familiar with the staff. Furthermore, staff ensure comfort items and toys are nearby children to help reassure and comfort them. Children show a suitable understanding of healthy lifestyles as they follow appropriate hygiene routines, such as washing their hands prior to eating and using the toilet. Staff sing a hand washing song to reinforce hygiene routines to promote which helps to support their good health. Parents provide packed lunches for their children which meets their individual dietary requirement. Staff advise parents about appropriate contents and the importance of placing a cooling pack within the lunch box to ensure food remains fresh to support children's health. The pre-school supplements with a wide range of healthy snacks such as cheese, fresh fruit and vegetables to help promote a healthy lifestyle. Children

make choices as they decide to have plain pancakes or fill them with fresh fruit which supports their independence. Children behave well as they take turns and share toys. They develop their emotional well-being as they receive certificates and rewards for positive behaviour.

Children have access to a wide range of good quality toys and equipment to support their interests and development. Resources are stored at children's level to enable them to make choices and extend their learning. Children learn to be safe through discussions about stranger danger and road safety. They take part in role play activities where they learn about road signs and how to cross the road safely. In addition to this, staff ensure children take part in regular fire evacuations with staff. The manager has effective procedures to help prepare children for school. The pre-school is situated on school grounds which helps children become familiar with teachers and the school site. In turn, this prepares children for their eventual move to school. In addition, the manager has devised a document, 'Let's get ready for school' after working closely with the school. The staff help to support children's independence and literacy skills, as agreed with the school to help children when they first start school.

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

Staff have an adequate understanding of child protection procedures and attend training to update their knowledge. As a result, children's welfare is appropriately promoted. Written policies for whistle blowing and the use of cameras and mobile phones are suitably implemented and help to support children's well-being and keep them safe. Suitable recruitment and vetting procedures ensure all staff employed are suitable to work with children and this includes a Disclosure and Barring Service check for all staff. Appropriate attendance records are kept for children, staff and visitors which helps to promote children's safety. Effective procedures are in place to help keep children safe on the premises. This includes detailed risk assessments and daily checks. The front door is kept locked and a key code system restricts access to the playroom which only staff are able to open.

Positive relationships are developing with parents who receive both verbal and written information about their child's routine and the activities they participate in. Regular newsletters and the information board provide further information about future events, which enables parents to be involved in their children's learning. Parents express their satisfaction with the care their children receive. They state that children are happy and enjoy their time in the pre-school. The pre-school cares for children who attend other settings which deliver the Early Years Foundation Stage. Staff have set up a diary to support the communication between the two settings. This enables children to extend and continue their learning in the pre-school. Effective partnerships are developing with other professionals from the health and education who are based in the children's centre. As a result, both children and their families receive appropriate care and support to promote their well-being.

Suitable systems are developing to help support staff performance and identify training

needs. The pre-school has started to evaluate the educational programme through regular staff meetings and has support from the local authority. However, systems are not fully robust, with regard to planning some activities to ensure they are appropriate and provide challenge and support for individual children. Staff have identified some areas for development, such as the outdoor to further extend children's good health. However, the process is not yet rigorous enough and preschool has not had the opportunity to fully consider the views of parents and children in the process of improvement.

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

Unique reference number	EY469376
Local authority	Worcestershire
Inspection number	935711
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	12
Name of provider	Joanna Rachel Musson
Date of previous inspection	not applicable
Telephone number	07528695470

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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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