

# Oaklings Pre-school

Green Oak Children's Centre, 671 London Road, SUTTON, Surrey, SM3 9DL

## Inspection date

Previous inspection date

25/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children benefit from a welcoming and inclusive nursery. They have access to an excellent range of play materials and resources provided in the free floor environment.
- Staff are proactive in using opened questioning and extending children's language, knowledge of colours and counting in everyday play activities.
- Children show good levels of confidence and independence and are motivated to engage and learn.
- Staff work closely with parents. They use effective systems for communication that ensure that parents are well informed. These include; initial home visits, daily discussions and parent's meetings.
- The leadership and management of the setting is strong. The provider, manager and staff have a clear vision of the strong practice they are promoting and all members of staff are involved to provide consistency and ensure that children are able to progress.

### It is not yet outstanding because

- Children lack opportunities to gain experience of what goes on in their local environment by going out for short walks to local shops or parks.
- Children with English as an additional language lack opportunities to see and hear their home language in the environment.

## 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 to a number of staff to explore their knowledge of the nursery's policies and procedures, and their role as a key worker.
- The inspector met with some parents to gather their views about the service they and their child receive.
- The inspector observed play resources accessible to children, and systems used for self-evaluation.
- The inspector carried out a shared observation with the manager.

## Inspector

Patricia Edward

## Full report

### Information about the setting

Oaklings Preschool is a local authority preschool run as part of Green Oak Children's Centre. It is based in the Cheam resource centre, located in North Cheam, in the London Borough of Sutton. Children have full access to a secure outdoor play area at the back of the property. The preschool is registered on the Early Years Register. It is open Monday, Tuesday and Wednesday's 08.30am to 1.30pm term time only. There are currently 20 children on roll aged from two to four years old. The pre-school provides funded early education for two, three and four-years-old. The pre-school supports children who are learning English as an additional language. The pre-school employs 10 members of staff, nine staff hold early years qualifications from level 3 to level 6.

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

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

- increase opportunities for children to gain experience of what goes on in their local environment by going out for short walks to local shops or parks
- Increase opportunities for children with English as an additional language to see and hear their home language in the environment.

## Inspection judgements

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

Staff have a good a knowledge and understanding of the areas of learning and assessment. As a result children are making good progress in their learning and development. The learning environment both indoors and outdoors is very well presented and well planned. Children are provided with excellent opportunities to explore and access a wide range of resources, across the seven areas of learning. Staff work closely with parents from the beginning of the placement, to obtain initial observations of children, to ascertain their starting points. Staff then carry out planning and provide activities based on children's learning needs and interests. Staff are becoming skilled at monitoring the learning and development of their key children through both written and photographic observations. This enables them to chart and evaluate children's progress through the prime and specific areas of learning. Staff regularly identify next steps for children's learning and development to ensure they are consistently challenged and motivated to learn. The early years manager is proactive in supporting staff with maintaining their individual key children's learning journals.

Staff carry out progress checks for children aged between two and three years old and

provide written summaries to parents. This helps to identify areas where children may require support so that staff can take appropriate action, and progress checks help to keep parents informed of their child's development. The staff work closely with parents and share information about their children's learning and development, through daily discussion, access to learning journals, regular parents' meetings, and access to planning and daily wipe boards. The quality of teaching is good. All staff are skilled at asking open-ended questions and extending activities to hold children's interests and enthusiasm. They strategically place themselves close to activities to support children in their learning and play.

Children have good opportunities to be creative and develop their imaginative skills as they play in the well resourced role play area. They access equipment and tools such as dressing-up clothes, mirrors, recycled telephones, keyboards and real food packaging. Here, they have many opportunities to practise their mark making and writing skills. For example, children make marks to create a shopping list of ingredients for dinner. There is a rich display of words and letters in the environment, which supports children's early reading. Children are becoming skillful at using writing materials to form recognisable letters. This is because they have a good opportunity to practise early writing in all areas of the nursery. For example, in the garden, they use chalks, shaving foam and large ribbons to produce patterns, numbers and letters. The self registration system helps support children to recognise their names. Additionally, children visit the well resourced comfortable book corner independently, choosing and browsing through books happily. Older children pretend to read stories. They handle books well, starting at the beginning and discussing the pictures with others. The nursery supports a number of children with English as an additional language. The staff work very closely with parents to obtain keywords in the mother's tongue. These children are developing well in relation to their starting points and have developed a good command of English. However, children have limited opportunities to see and hear their mother tongue within the environment.

Children have many opportunities to develop an understanding of the world. They learn about growth and how to care for living things. Children have planted a variety of seeds and enjoy tending to them. This helps children to learn about the changes plants go through over time. Children also take part in different celebrations and use resources that reflect positive images of different cultures, gender and disability in their play. This helps children begin to learn that they have similarities and differences that connect them to, and distinguish them, from others. However, children have limited opportunities to explore their local environment as staff do not make good use of local amenities, shops and parks to extend children's learning and development. This limits children's opportunities to explore their local environment through visiting shops and learning to use money to make relevant purchases for the pre-school.

All children have regular opportunities to take part in a range of expressive arts and design activities. This is evident from the play plans and displays of children's art work. This gives children a sense of pride and achievement.

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

Children arrive to the setting happy, enthusiastic and separate from their parents with ease. They enjoy warm, close relationships with their key person as well as the wider team. The keyworker and key-child relationship is effectively encouraged from the beginning of the placement. The pre-school organises home visits where initial assessment of children's skills and needs, prior to them starting the setting, are obtained. A resulting 'all about me' form is completed by parent children's keyworker. The pre-school uses this information well to plan for each child's individual needs. Staff help children to learn about risks and keeping themselves safe, for example, when they explain why it is important not to throw sand around when playing in the sand pit. Children also take part in regular fire drills, which ensures everyone knows what to do in an emergency. The pre-school area is organised well to allow children to have ample space to move around and play. They have easy access to an extensive range and variety of age-appropriate resources and opportunities both in the garden and pre-school room. This promotes excellent opportunities for children's choice and independence.

Staff support children to develop a good understanding of the importance of leading healthy lifestyles. Children enjoy a range of healthy snacks, which they help to prepare for snack time, including bananas and apples. Parents are responsible for providing healthy pack lunches for their children. Meal times are a social occasion where children sit with their keyworker and peers. During these times they discuss topics such as; what they like doing at home, what they have enjoyed doing the day at pre-school and what is in their lunch boxes. Children have daily opportunities to enjoy fresh air and physical exercise in the pre-school garden as the setting operates a free flow environment. Staff use verbal praise to encourage children to learn to wait for their turn during small group adult lead activities. Children play together well, sharing toys and taking turns. Staff remind children of expectations for behaviour, such as not writing on the equipment. They also give children clear reasons for why they should not ride the bikes indoors so that they prevent accidents. This means that children understand how to behave well, and to keep themselves and others safe.

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

The leadership and management of the pre-school is good. The management team have made a positive transformation since registration and encourage professional development amongst the staff team. As a result, they have a clear understanding of their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have regular safeguarding training, which means they know what to do should they have a concern about a child's welfare. The secure entry system means that staff can check people who come to setting. They ensure that the pre-school is safe for the children who attend by carrying out risk assessments, and daily visual checks of the indoors and outside learning environments. Staff are aware of the procedures to follow to administer medication and in the event of an accident. These procedures promote the wellbeing of children in the setting. A number of staff have attended pediatric first aid training, to help them to treat children safely in the case of minor accidents.

The early years manager carries out regular checks on children's learning journals. This helps to ensure that all staff are able to observe, assess and plan for each child, according to their individual stages of learning and development. As a result, all children are making good progress towards the next stage of their learning or the move to school. The management team has an effective knowledge of the safer recruitment procedures and have implemented robust and rigorous systems. All staff complete the necessary checks to ensure that they are suitable to be working with children. They also complete rigorous induction procedures to ensure that they are fully aware of their roles, responsibilities and the settings policies and procedures. Staff's development is further supported through regular supervisions and appraisals. This enables staff to discuss concerns that they may have and request additional training if they feel necessary. As a result, staff are highly motivated, enjoy engaging with children and use every opportunity to extend children's learning and thinking.

Effective partnerships with parents are being developed. Parents are encouraged to detail their satisfaction of the service both verbally and through completing parent feedback forms. The pre-school provides a welcoming environment. Parents have access to regular newsletters and parent meetings, which keep them up to date on their children's progress. This helps parents to support their children's learning and development at home, which supports all children to make good progress towards the early learning goals, and the next stages in their learning. Wider partnerships with other professionals, work well to support children. The management team work closely with Green Oak Children's Centre and the local authority, which helps them to reflect on the quality of their provision. They also develop good partnerships with local schools and have transition meetings to share information on children moving on to school. The management team are constantly self evaluating the provision and seek the views of staff, parents and children to do this, currently, informally. The pre-school does however, feed into the Green Oak Children's Centre self evaluation. This helps the management team improve the services for the children's centre and the pre-school for children.

## 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>	EY469468
<b>Local authority</b>	Sutton
<b>Inspection number</b>	949987
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of provider</b>	London Borough of Sutton
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 408 1923

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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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