

# Little Oaks Pre-School

Winterbourne Way, West Durrington, Worthing, West Sussex, BN13 3QH

## Inspection date

08/12/2014

Previous inspection date

29/04/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 are independent because the environment is well resourced and the activities are interesting. This means children are motivated to learn.
- Staff have warm and nurturing relationships with children which enables them to separate from their parents and settle quickly.
- Staff have an effective partnership with parents. They successfully share children's development records with them, which positively involves the parents in their child's learning.

### It is not yet outstanding because

- Staff do not always give children plenty of time to respond to their questions to enhance their language and thinking skills.
- Staff are not always supported individually to extend their teaching skills to further improve learning outcomes for children.

## 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 observed activities in the indoor and outdoor environment.
- The inspector sampled children's development records and tracked their progress.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector took part in a joint observation with a member of the leadership team.
- The inspector spoke with parents to gain their feedback on the pre-school and the staff.

## Inspector

Hannah Barter

## Full report

### Information about the setting

Little Oaks Pre-School registered in 1991 and moved to its current site in 2006. It is situated within The Laurels First School, in Durrington, West Sussex. The pre-school consists of two bright purpose-built playrooms, a kitchen, toilets and an office. There is disabled access. All children can use the pre-school's own enclosed outdoor area, as well as the school's playground, apparatus and landscaped areas. The pre-school is registered on the Early Years Register and there are currently 48 children aged from two to five years on roll. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The pre-school is open each weekday from 9am to 3pm term time only. Children attend a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are six permanent members of staff, all of whom hold an appropriate childcare qualification. There are also five regular bank staff who work with the children.

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

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

- enhance the quality of teaching to develop children's communication and language skills further, for example by giving children more time to respond to questions
- enhance the supervision process to support staff's individual development and improve their practice further.

### Inspection judgements

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

The quality of teaching is good because staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. The staff have weekly plans in place which focus on children's interests and current stage of development. For example, at the beginning of term, the focus is very much on settling the children in and getting them used to the environment. Staff do this by using information gathered from parents prior to starting and provide activities that link to their interests. Adult-guided activities focus on specific areas of learning. For example, a dentist visited the pre-school to talk to the children about the importance of brushing their teeth. The staff's role to extend this activity was to promote children's self-help skills. They introduced additional activities such as using playdough to make teeth, using toothbrushes and toothpaste to brush teeth. The staff and children discussed healthy foods that were good for their teeth and then made fruit smoothies and linked this to the importance of a

healthy diet. This demonstrates that staff are confident in offering good levels of extension during teaching activities. On-going observation and accurate assessment confirms that staff monitor and track children's development efficiently. This ensures that, regardless of children's starting points, they are making good progress towards the early learning goals and ultimately their move to school.

Staff offer various learning opportunities which comprehensively cover the seven areas of learning and development. During the inspection, children enjoyed using coloured pencils to make marks on paper, which successfully promoted their early writing skills. Staff asked children what they would like to draw and told them that they were going to draw a picture of their mummy. Staff asked children what they needed to draw to make a picture of their mummy, which encouraged them to think, and they suggested a nose, hair and legs. Children asked staff what colours they were using which developed their current level of knowledge. When children suggested the correct colour, staff offered high levels of praise, which developed children's confidence and self-esteem. Staff read books with great levels of enthusiasm and asked various questions throughout the story, for example, which was the biggest and smallest dinosaur. This develops children's understanding of the concept of size and keeps them engaged. However, occasionally staff did not give children good amounts of time to respond to their questions. This means their critical-thinking skills are not fully promoted at all times. In the outdoor area, children actively explored a musical station and using sticks, they hit symbols and triangles to make different noises. Staff asked children to recognise the loudest and quietest sounds which further encourages children to explore and discuss the sounds they were making.

Children show good levels of confidence and independence during play. Children played with connecting bricks to make shapes. They showed good levels of concentration as they moved the pieces around to connect them correctly. Children were proud of what they had made and were eager to show the staff. Staff asked children to tell them about what they had made and praised their achievements as they said 'I have made a Christmas tree!' Staff then asked children if they could make a star to put on the top which extended their learning through play and encouraged them to have a go. Staff offer good opportunities to develop children's self-help skills. For example, while playing with playdough, children used rolling pins and shape cutters to create different shapes. Staff encouraged children to cut the playdough with knives, which develops their skills and confidence when using cutlery. Children enjoyed decorating stars for their Christmas performance. Staff encouraged them to make their own decisions as to how they decorated their stars, which further develops their independence. Staff also encouraged conversation with the children by asking them to recall what Christmas decorations they had at home.

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

Staff are genuinely warm and nurturing towards the children. Every child has a specific key person in place who is responsible for monitoring their development and progress towards next steps. However, the staff have secure relationships with all of them and offer cuddles and reassurance when children separate from their parents. This demonstrates that children feel safe in all of the staff's care. The environment is very well resourced with

various table-top and floor activities. The rooms are bright and colourful which engages children immediately and motivates them to learn. The resources are labelled with letters and pictures which further promotes children's independence and encourages early literacy development.

Children consistently displayed good manners without prompting during the inspection. For example, staff passed children their desired resources and they immediately responded with 'thank you'. Children's social skills are strong, they have good relationships with their friends and work well together. For example, while completing a jigsaw puzzle children discussed with each other which pieces should go where. They were confident when asking staff for support who, instead of telling them the answer, suggested different pieces for them to try for themselves. This provided children with good levels of challenge and further promoted their problem-solving skills.

Children have a good understanding of what staff expect from them and behave well. During the inspection, staff rang a bell and all children stopped what they were doing and held their ears to show good listening. Staff explained that it was nearly snack time so encouraged the children to tidy away their toys. Children worked together with the staff to tidy away all of the resources and carried the boxes back to where they belonged. Staff consistently praised children's positive behaviour, which enhances their self-esteem.

Children have a secure understanding of hygiene procedures; they confidently and independently washed their hands before snack time and joined their friends at the table. Children counted how many children were on their tables and then shared out the cups accordingly. Children were able to choose between milk and water and were encouraged to pour their own drink. Children were provided with banana segments which they peeled for themselves, further promoting self-help skills.

Children have access to a secure outdoor area next to the school. Children were reminded to walk slowly down the ramp during the inspection so they did not fall over. This teaches the children how to keep themselves safe. Children used bats and balls and attempted to hit them towards the staff to develop their hand-eye coordination skills. Staff praised the children's efforts and then showed the children how to hit the ball correctly. Children enjoyed riding in cars and manoeuvring around obstacles while others balanced on stepping stones to move from one area to another. This successfully extends children's physical development and promotes a healthy lifestyle.

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

The leadership team and staff have a secure knowledge and understanding of the safeguarding and welfare requirements. There is a designated person for child protection, though all staff have received training on how to record and report concerns about children's welfare and, are confident in doing so. There is a comprehensive child protection policy in place which underpins the staff's knowledge. Staff share policies and procedures with parents so that they are fully aware of staff's roles and responsibilities

regarding the care of their children. The leadership team understands the importance of monitoring the pre-school provision. There are various action plans in place which staff discuss and review during staff meetings. All staff contribute to the action plans and discuss ways in which they can improve their provision and the children's outcomes. For example, the staff decided that it would be easier to settle the children if they were split into two different age groups in the morning. This is something that staff have recently reviewed and as it has made a positive improvement on children's well-being it will continue.

The leadership team and committee have effective procedures in place to recruit suitable staff. References and suitability checks are in place and all staff complete a thorough induction process to ensure they are fully aware of their roles and responsibilities. In addition to this, all new staff are given a mentor who guides them through their probationary period to guarantee they are confident within their role. All of the permanent staff hold an early years qualification at a minimum of level 3. Staff discuss with each other during staff meetings which training they would like to access and the leadership team accesses the training through their local council. As a minimum, staff also receive training on child protection, health and safety, manual handling and food hygiene. Regular staff meetings and five annual inset days provide staff with the time to update their knowledge on specific areas such as behaviour management and future planning ideas. However, staff do not always receive comprehensive individual support to further develop their working practice. The staff have a communication book and they use this to pass on all messages to staff who work part time. This ensures that all staff are aware of the needs of all of the children.

All of the staff, including the members of the leadership team, effectively monitor the overall provision and progress that children are making. On a daily basis, staff complete evaluation sheets which detail the activities and resources on offer to the children and how successful they were in promoting learning. Staff review these regularly and make any necessary changes to enhance the educational programmes for children.

Risk assessments are in place for all areas of the environment and separate risk assessments are in place for outings. The designated staff member for health and safety reviews the accident book to make sure there are no re-occurring accidents and if there are then this is immediately rectified. This means the environment is maintained and safe for children. The staff have a good understanding of the legal ratios and deploy themselves effectively. All children are supervised well, which further ensures they are kept safe. Termly fire drills take place in line with the school which teaches children how to keep themselves safe and understand how to respond in an emergency.

The staff have strong relationships with external agencies. They welcome the support from other professionals because they realise the importance of working in partnership to support children's development. The staff are enthusiastic about communicating with additional settings the children also attend and are more than happy to share children's next steps if they are able to. Key persons also visit additional settings to observe children's play, assess any differences, observe their interests and gain ideas to further support each child's development.

Partnership with parents is good. The staff share all assessments and records about the children's development and offer opportunities for the parents to discuss their child's progress in more detail if they wish. Daily handovers and termly newsletters ensure that parents are aware of what their children have been doing and allows them to support their children's learning further at home. Parents are very happy with the pre-school and the staff. They comment how the activities are 'tailor-made to their child's level of development' and that they have a good understanding of their interests and routines, which makes them 'feel confident when leaving their child'. Parents enjoy looking through their child's learning journey every half term and feel that they have a good idea about what their children do at the pre-school.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY337128
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	834846
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Little Oaks Pre School Committee
<b>Date of previous inspection</b>	29/04/2009
<b>Telephone number</b>	01903 694700

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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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