

# Little Oaks Pre School

47 Wretton Road, Stoke Ferry, KING'S LYNN, Norfolk, PE33 9QJ



**Inspection date** 21 January 2015  
Previous inspection date 3 June 2010

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

## Summary of key findings for parents

### This provision is good

- Key-person relationships are strong and children have developed close emotional bonds with staff. They know the children well and plan effectively for each individual child based on their interests and developmental needs.
- The quality of teaching is good. Staff plan and deliver a broad range of interesting activities both inside and out, which provides children with good opportunities to be active and engage in exploratory play.
- Parents are provided with detailed written information about what their children can do and the next steps in their development on a regular basis. The different skills parents offer are very well used within the pre-school.
- Children are provided with healthy and nutritious freshly cooked meals, prepared by a qualified cook, which supports and nurtures a balanced diet.
- Staff demonstrate good knowledge of child protection procedures and regular training is attended to ensure their knowledge is kept up-to-date.
- The manager and committee demonstrate focus and vision for the future, with clear areas for improvement identified, which will strengthen practice and further enhance children's experiences.

### It is not yet outstanding because:

- There are fewer opportunities for children who speak English as an additional language to embrace their own culture and traditions through purposeful play and planned activities.
- There are fewer resources that reflect familiarity with real life to motivate and support children's imaginary and role play experiences, specifically within the home corner.

## What the setting needs to do to improve further

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

- support children to become aware of and explore their own culture and traditions through play and the use of resources
- enhance children's access to real life resources that are familiar to them, to further support and motivate their imaginary play.

### Inspection activities

- The inspector observed children's activities in the pre-school room and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documents.

### Inspector

Carly Mooney

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are motivated and keen to learn, due to the stimulating play environment and warm interactions from staff. Children are listened to, supported to complete tasks and engage in conversations with staff to enhance their language and understanding in activities. This helps to prepare them well for starting school. Topics, such as 'buildings', both locally and from other countries, help children to discover the wider world around them. Resources, such as a tape measure encourages children to see and use large numbers. Older children are able to confidently count to 20 and in some cases beyond. Children visit the 'hairdressers' in role play but in general there are fewer opportunities for children to use real life resources as props to enhance their imaginary play. Children who speak English as an additional language are beginning to have some opportunities to see and hear their home language. Less consideration has been given to providing resources and activities, which support their own culture, traditions and beliefs. Planning reflects staff's knowledge of individual children's learning needs and values parents' input from home.

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

The pre-school provides a safe and welcoming environment. Staff are well deployed to provide continuous supervision of children which contributes to their overall safety and welfare. Children move around independently and both the inside and outside play areas are well resourced. All children form positive, trusting and emotional relationships with their key person. They receive praise for their achievements and are gently guided by staff to respect their peers and maintain a good level of behaviour. Children engage in physical activity every day and enjoy putting actions to music. Individual care practices, such as nappy changing are adhered to well. Health care practices are introduced from an early age and children learn good independent skills, such as serving their own food and drink at mealtimes. Meals are freshly cooked each day. The cook provides parents with information regarding any allergens the foods may contain and adheres to children's dietary requirements and food preferences.

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

Effective systems for recruiting new staff, constant supervisions, and observations of staff performance are in place. These ensure that children receive quality learning experiences and staff practice is consistently good. Educational programmes are monitored for individual children, the setting as a whole and for different groups of children. Potential gaps in learning are quickly identified and planned for. Input from staff, the committee, parents and children is valued when evaluating the setting. Parents receive constant information about the activities taking place and learn about their children's progress in regular consultations. Staff share a link book with other settings to share information about children's learning. Teachers attend the pre-school to support older children's move into primary school. Appropriate checks are carried out on all adults to safeguard children.

## Setting details

<b>Unique reference number</b>	EY246821
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	855892
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Little Oaks Pre-School Committee
<b>Date of previous inspection</b>	3 June 2010
<b>Telephone number</b>	01366 502150

Little Oaks Pre School registered in 1996. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The manager has Early Years Professional status. The pre-school opens, from Monday to Friday all year round, except for two weeks at Christmas. It is open on a Monday, Wednesday and Friday during the summer holidays. Sessions are, from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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