

Oakhill Childcare

Oakhill County Primary School, Hawksworth, Tamworth, Staffordshire, B77 2HH



Inspection date

27 February 2015

Previous inspection date

5 May 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not obtain information from all parents about the languages children speak at home, in addition to English. This results in staff not providing children with opportunities to use those languages at the pre-school. This does not support their language development at home.
- Staff do not make the most of opportunities to engage with all children, to build their vocabulary through talking and by answering questions.
- Some staff do not encourage young children to understand the need to wear appropriate clothing when outside, in order to keep themselves healthy.

It has the following strengths

- Children develop strong relationships with their key person and other staff, who are all warm and caring. As a result, children enjoy their time at the pre-school and settle well.
- Staff are strongly focused on safeguarding children. This ensures all children feel safe and secure.
- Managers and staff are motivated and demonstrate a strong commitment to developing their practice and the experiences provided for children. They work well with other agencies and early years professionals to understand and meet children's needs appropriately.

What the setting needs to do to improve further

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

- provide regular opportunities for all children to develop and use their home language in their play and learning, in order to support their language development at home
- ensure staff make the most of all opportunities to engage with all children, to fully extend their communication and language skills
- improve partnerships with all parents to share information about children's learning at the beginning of their placement, in order to promote the learning and development of children who speak English as an additional language.

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

- improve the care practices with young children to ensure they understand the importance of dressing appropriately when playing outdoors.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas and completed a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection. She held meetings with the manager of the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the pre-school. She also looked at a range of other documentation, including policies and procedures.

Inspector

Dianne Adams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff do not engage with all parents to find out what languages children speak at home, in addition to English. As a result, some children are not supported by staff to use languages spoken at home in their play and learning. All children are motivated by the activities planned by staff, which cover the seven areas of learning. Older children develop skills needed for school. They enjoy dressing up and become engrossed in pretend play using dolls as babies. Older children develop their literacy skills as they use puppets to tell a story. They concentrate well as they make tambourines out of paper plates, whilst learning about Chinese New Year. Young children develop their physical skills as they explore sand and playdough using their hands. Staff observe children at play and use the information to plan appropriate activities to extend their learning. Staff are less focused on developing children's communication and language skills. Older children are not always given the opportunity to speak at circle time and answer questions. When younger children say 'mummy' or 'all gone', some staff do not help them to explain and expand on what they are saying.

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

Children enjoy a smooth move from home into the pre-school. They receive a warm welcome from caring staff, which develops strong and trusting relationships. Some parents comment on the good support children also receive to embrace other events, such as the move to a new house. Children benefit from choosing to rest and relax or whether to play indoors or outdoors. This helps them to be independent and effectively supports their emotional well-being. Children demonstrate friendly behaviours and show respect for each other. They are eager to engage with others, wait their turn, listen and co-operate well with each other. All children enjoy nutritious snacks and older children manage their personal care needs well. Some staff are less focused on supporting young children to keep themselves healthy. They do not always encourage all young children to put on their shoes and coats when playing outdoors.

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

Managers place high priority on safeguarding children. Regular training ensures all staff have a good understanding of child protection procedures. They ensure children enjoy playing in safe and secure play areas. All policies and procedures are understood by staff, effective in practice and shared with parents. Managers work alongside staff and observe their practice. They provide a robust induction for newly appointed staff and identify weaknesses in teaching and learning. However, managers do not act swiftly enough to improve children's learning for health and communication and language. Staff are proactive in contacting, and working in partnership with, other professionals. This ensures all adults have an accurate picture of children's learning. Parents are encouraged to share what they see children achieving at home. They demonstrate complete satisfaction in the quality of the pre-school and their children's learning.

Setting details

Unique reference number	EY306656
Local authority	Staffordshire
Inspection number	861903
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	61
Name of provider	Pre-School Learning Alliance
Date of previous inspection	5 May 2009
Telephone number	07929 120867

Oakhill Childcare was registered in 2005 and is managed by the Pre-school Learning Alliance. The pre-school employs 10 members of childcare staff, including the manager. Of these, nine hold appropriate early years qualifications at level 3 and the manager holds a level 6. The pre-school opens from Monday to Friday, all year round. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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