

# White Oak Pre-School

The Willows, Hilda May Avenue, Swanley, Kent, BR8 7BT



<b>Inspection date</b>	17 March 2015
Previous inspection date	25 May 2011

<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		Outstanding	1
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

- Staff successfully plan a range of interesting and stimulating activities to promote children's learning and development, using their individual next steps of learning.
- Staff are highly skilled in supporting children and families by attending meetings with other professionals as well as highlighting any concerns with children's learning and development.
- All staff are consistent in their approach to behaviour management. They work closely with parents and other professionals to set targets for the children. As a result, children are well behaved.
- Leadership and management of the pre-school is strong. They all work together to set achievable targets to work towards. This greatly improves the quality of teaching and care that staff provide.
- The safeguarding of children is a key strength of the pre-school. Staff have built an excellent partnership with other professionals caring for the children. This enables them to seek support and identify concerns to safeguard the children.
- Staff support all children to make good progress from their starting points.
- Robust recruitment procedures further safeguards the children, ensuring staff are suitable to care for the children.

### It is not yet outstanding because:

- The staff do not fully promote mathematics in the outside play areas.

## What the setting needs to do to improve further

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

- develop further the range of mathematical resources available in the outside play areas to strengthen children's learning and development.

### Inspection activities

- The inspector observed activities in the main playroom and the garden during the inspection.
- The inspector reviewed documents and sampled policies, procedures, and children's files.
- The inspector gathered the views of the parents.
- The inspector spoke with the manager and the staff at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.

### Inspector

Rebecca Hurst

## Inspection findings

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

Children are making good progress with their learning and development. Staff are skilled in identifying areas they need to work on to help children progress towards the early learning goals. They are also skilled in identifying areas the children need extra support in, in order for them to close those gaps and make good progress in relation to their starting points. Older children enjoy choosing which resources to use when carrying out creative tasks. They show great pride in their work because staff praise them. This effectively builds their self-esteem. Staff skilfully use a range of questions to promote children's language development. For example, staff ask them how to make a semi-circle. This promotes children's emerging mathematical development well. However, staff do not fully promote mathematics when the children use the outside play areas.

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

Staff enhance children's excellent independence skills through encouraging them to help set up ready for snack and lunch. Staff further enhance children's independence through encouraging them to manage their own personal care needs. This all helps to prepare children for the next stage in their learning and starting school. Staff promote children's physical development very well through activities, such as well-planned activities inside and the outside play. Staff work very closely with other professionals. They share targets they are working on to provide excellent continuity of care for the children. This prepares them exceptionally well for the next stages of their development.

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

Staff carry out regular risk assessments and fire drills, enabling them to keep children safe. Therefore, children learn what to do in an emergency. The manager and staff work together to make effective changes to the pre-school, to enhance their practices and the care of the children. The quality of teaching is a result of the effective support from the manager and the collaboration through ongoing training. Thorough supervision and appraisals allow the manager to see what further training the staff would benefit from. The provider supports staff's awareness of online safety to keep children safe. Parents benefit from the regular meetings they have with the staff. Staff regularly share the progress children are making and what stages they are working on next to support consistency.

## Setting details

<b>Unique reference number</b>	EY273447
<b>Local authority</b>	Kent
<b>Inspection number</b>	833409
<b>Type of provision</b>	Sessional 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>	53
<b>Name of provider</b>	Kent County Council
<b>Date of previous inspection</b>	25 May 2011
<b>Telephone number</b>	03000413400

White Oaks Pre-School registered in 2004. It is managed by Kent County Council Social Services and is situated on The Willows site in Swanley, Kent. The group offers care from 8am until 3.30pm, term time only. The pre-school employs nine members of staff, all of whom have appropriate early years qualifications. The manager holds early years professional status.

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