

Little Oaks Pre-School

The Grove School, Chobham Road, Frimley, Camberley, Surrey, GU16 8PG



Inspection date

6 May 2015

Previous inspection date

30 March 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Parents are active partners in their children's learning. Staff encourage them to share information to inform a secure starting point. Parents are kept well informed of their children's progress and next steps in learning. This helps to positively build on children's learning at home.
- Staff have a high expectation of children's behaviour. As a result, children are polite, behave well and understand adults' expectations of their behaviour.
- Well-qualified staff regularly attend training and use the information gained to improve their practice and outcomes for children. For example, recent training on speech and language helps staff to promote language skills for all children who attend the provision.
- Children's safety is of the utmost importance to the manager and her staff team. Suitability checks are completed for staff and committee members, and recruitment procedures are effective. Consequently, children are kept safe at all times.
- Staff have a good understanding of how to manage any concerns they may have about a child's welfare or the behaviour of a member of staff. They clearly know the procedures to follow and who to refer their concerns to.

It is not yet outstanding because:

- Staff do not maximise all opportunities to help children practise and extend their early-writing skills.
- Everyday activities, such as snack time, are not always used to provide opportunities for children to further develop their independence skills.

What the setting needs to do to improve further

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

- maximise all opportunities for children to develop their early writing skills
- use everyday routines to further develop children's independence skills.

Inspection activities

- The inspector observed activities in the inside and outside learning environment.
- The inspector conducted joint observations with the manager.
- The inspector held a meeting with the manager, and took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and the provider's monitoring systems.

Inspector

Hazel Farrant

Inspection findings

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

Teaching is consistently good. Staff know their children extremely well. They provide interesting activities which reflect children's current interests and next steps in learning. They effectively track children's progress and work cohesively with other professionals to ensure all children make good progress from their starting points. Staff are extremely experienced in helping children develop their language and communication. As a result, children are confident and motivated to learn. For example, young children excitedly talk to staff about the models they want to build. Skilled staff help children to transfer their thoughts by encouraging them to draw a plan of their model before they start their construction. Children practice their early-writing skills by using a range of different resources. However, staff do not consistently encourage this, for example, they do not always encourage older children to write their own name on their art work.

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

Staff gather information when a child first starts at the pre-school which helps children to settle quickly and form secure attachments with the kind and caring staff. Children learn about healthy life styles, they eat healthy foods and play in the fresh air. They have time to play at their own pace, and have easy access to a wide range of interesting resources and activities. Staff use opportunities to support children's understanding of keeping themselves safe and managing their own risks. For example, staff talk to the children about how to use the large wooden blocks safely during their play. Teachers visit the pre-school so they can develop an understanding of children's progress and individual needs. This helps to prepare children well for their move on to school. Children are developing their independence skills well. They learn how to use the toilet and wash their hands themselves. However, staff have not yet maximised opportunities to promote children's independence during mealtimes. For example, older children are not always encouraged to pour their own drinks and help prepare their own snacks.

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

The management team have a secure understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The manager regularly monitors children's progress and identifies any gaps in children's learning. She conducts regular supervision and appraisals, so that staff are working at a consistently good level. The manager and staff team have a clear vision for the pre-school and target improvements which will benefit the children. For example, they plan to develop the outside learning environment further. Parents and children's views are also important and regularly sought. This positive approach improves the quality of provision and outcomes for children.

Setting details

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| Unique reference number | 120104 |
| Local authority | Surrey |
| Inspection number | 825229 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 36 |
| Number of children on roll | 46 |
| Name of provider | Little Oaks Pre-School Committee |
| Date of previous inspection | 30 March 2011 |
| Telephone number | 01276 708952 |

Little Oaks Pre-School registered in 1976 and is based in the grounds of The Grove Primary School, Frimley, Surrey. The group is run by a voluntary committee. The pre-school is open on Monday, Tuesday and Thursday 9am to 3.35pm. On Wednesday and Friday the pre-school is open 9am to 12 noon and children can stay for lunch club until 12.30pm. A holiday play scheme is offered during two weeks of the summer school holidays. It opens 9am to 4.30pm. The pre-school receives funding for the provision of free early education for children aged two, three, and four. The pre-school supports children who speak English as an additional language, and children with special educational needs and /or disabilities. There are five staff who work at the pre-school on a full and part-time basis, four of whom hold Level 3 qualifications.

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