

Twin Oaks Pre-School

Waterloo Youth Centre, Kitchener Crescent, Poole, Dorset, BH17 7HX



Inspection date

21 May 2015

Previous inspection date

12 March 2010

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 make good use of the assessments and activities to promote children's communication and language skills and to challenge them well. Consequently, some children do not make good progress in all areas of learning.
- Staff do not successfully interest and engage all children in the activities or support their choices to help them become motivated learners.
- Staff and management do not thoroughly evaluate the quality of the provision to ensure they promote all aspects of children's care and learning well.
- Staff do not form effective partnerships with other early years settings children attend to promote children's learning consistently.

It has the following strengths

- Children enjoy a good range of activities in the hall and garden to promote their physical development and creativity.
- Staff promote children's health through nutritious snacks and by teaching children how to wipe their noses and to brush their teeth after meals.
- Staff maintain a safe and secure environment for children in which they supervise them closely. They involve children in the daily risk assessments to help them learn about keeping safe.
- Staff and management have made some improvements since the last inspection. They have improved safety in the garden and included more activities to promote children's learning outdoors.

What the setting needs to do to improve further

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

- improve the use of assessments and the quality of teaching to help all children make good progress, especially in their communication and language development.

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

- develop the use of activities to interest and engage all children and help them become motivated learners
- develop self-evaluation to identify and address all weaknesses in the quality of children's care and learning
- strengthen the partnerships with other early years settings children attend to meet children's learning and development needs consistently.

Inspection activities

- The inspector observed activities and the quality of teaching in the play rooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.

Inspector

Bridget Copson

Inspection findings

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

Staff monitor and assess children's progress to prioritise their next steps for learning. Some staff adapt activities to support and challenge children well. At the inspection, staff encouraged children to use scissors to cut paper. They provided special scissors to help younger children to snip successfully. Staff challenged older children to name more unusual shapes, such as rectangles, ovals and diamonds, to cut out. This promoted children's physical skills and understanding of shapes. However, not all staff support children well in achieving their next steps or provide challenge to help them progress well. For example, some quieter children played alone for long periods without any staff interaction to promote their communication and language skills. This inconsistency in teaching means that not all children make good progress in relation to their starting points when they first attend.

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

Staff work with parents to settle children and welcome them each session. They provide picture cards and timelines to help children choose and learn the routine. Staff promote children's understanding of positive behaviour through the golden rules, which they promote consistently. As a result, children play well with one another and learn to resolve issues for themselves. This helps to promote children's emotional well-being. Staff include children in planning the activities each week to support their interests and ideas. They provide time for children to explore and play freely, and organise rotating group activities with a specific learning focus. However, not all children engage well in these organised activities. For example, some younger children looked around disinterested or tried to go and play elsewhere. This does not motivate these children to learn. Staff provide children with responsible tasks to carry out, such as helping to prepare snack time. This helps to promote children's self-confidence and prepare them for their move to school.

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

Management and staff have a suitable knowledge and understanding of the requirements of the Early Years Foundation Stage. They have a secure understanding of their roles and responsibilities to safeguard children's welfare and how to respond to any concerns. Management monitors staff knowledge and understanding through supervision sessions and generally promotes further training. As a result, all staff hold early years qualifications and attend training to help them protect children from harm. Management and staff complete some evaluations of the provision to identify areas for improvement. However, these are not sufficient to identify and address all weaknesses in children's care and learning. Some children also attend other early years settings. Staff do not, however, form successful links with all settings to promote children's learning consistently.

Setting details

Unique reference number	109612
Local authority	Poole
Inspection number	845963
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	61
Name of provider	Twin Oaks Playgroup Committee
Date of previous inspection	12 March 2010
Telephone number	01202 693288

Twin Oaks Pre-School registered in 1993. It is located in the Hillbourne area of Poole, Dorset. The pre-school is open from 9am to 3pm, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight members of staff, all of whom hold early years qualifications at level 3.

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