

# Oxted Pre-School

United Reformed Church Hall, Bluehouse Lane, Oxted, Surrey, RH8 0AA



## Inspection date

4 June 2015

## Previous inspection date

5 October 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		Good	2
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The provider does not implement all requirements well. There are not enough qualified staff. Some staff are currently working towards qualifications and all staff have good teaching skills, but only the manager has an appropriate qualification.
- The management does not ensure that recruitment records are available at all times for inspection. They are kept off the premises without prior permission from Ofsted. This means that, while there is evidence of Disclosure and Barring Service checks, there is no documentary evidence of further suitability checks.
- Staff do not make the best possible use of the outdoor area to help children to explore the natural world.

### It has the following strengths

- Staff use effective teaching methods and, as a result, children make good progress in all areas of learning.
- Staff support children with special educational needs and/or disabilities well and work effectively with parents and professionals to give them the support they need. As a result, these children make very good progress at the pre-school.
- Parents are fully involved in their children's learning and regularly exchange information with staff about the progress their children are making.
- The manager works with staff and parents to identify areas for further development and she is proactive about making changes to improve children's experiences. For example, she has introduced home visits and a teddy that children can take home to look after.

## **What the setting needs to do to improve further**

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

- ensure that a minimum of half of the staff hold at least a relevant qualification at level 2
- make all records easily accessible and available for inspection and obtain prior agreement from Ofsted where records are stored off the premises.

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

- provide further opportunities for children to explore the natural environment during outdoor play sessions.

## **Inspection activities**

- The inspector observed the children playing independently and taking part in adult-led activities.
- The inspector spoke to parents to find out their experiences of the nursery.
- The inspector examined policies and documents.
- The inspector had an in-depth discussion with the manager about the running of the nursery and spoke to staff about teaching, learning, training and safeguarding.
- The inspector carried out a joint observation with the manager.

## **Inspector**

Catherine Reeves

## Inspection findings

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

The staff plan a wide range of experiences for the children, striking a good balance between planned and child-led activities. This means that children have lots of control over their learning and, as a result, they are enthusiastic and motivated. Children spend time both inside and outside, and staff provide them with stimulating activities such as water play, construction and collage. However, staff do not plan extensive activities to help children learn about the natural world outdoors. Staff make regular observations of children's learning and use these assessments to track the progress of individuals and groups of children and to plan further activities. The children make good progress because the staff recognise their interests and learning needs. The children are well prepared for the move to school and the pre-school has good links with local schools. Children who have special educational needs and/or disabilities are identified quickly and staff work closely with families and outside services to make sure that they receive the support they need.

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

Children form secure relationships with their key persons due to a well-planned settling-in process which is tailored to children's individual needs. This means that children feel safe and secure. Staff ensure that children are offered a healthy snack every day and are encouraged to be independent, for example, by pouring themselves a drink. They encourage children's physical development through a variety of activities and events including a recent fun run. Staff all have secure knowledge of the safeguarding procedures and know what to do if they have concerns about a child or a member of staff. All staff have undergone Disclosure and Barring Service checks to help ensure their suitability. However, because some records were unavailable for inspection there was no documentary evidence of any further suitability checks. This does not fully ensure staff suitability and promote children's well-being.

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

The manager provides regular staff supervision and professional development meetings to talk about training needs, key children and any other issues. She shares her in-depth knowledge of how children learn with her staff and, as a result, teaching is good. Staff go on regular training courses and a number of staff members are currently working towards level 3 qualifications. Staff use what they learn to benefit children. For instance, following training they have adapted the way in which they manage children's behaviour and this has had a positive impact on the way in which children behave. The provider has failed to ensure that there are sufficient staff with relevant qualifications. This has no impact on children's learning due to the existing knowledge and skills of staff.

## Setting details

<b>Unique reference number</b>	122725
<b>Local authority</b>	Surrey
<b>Inspection number</b>	836118
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Oxted Pre-School Playgroup Committee
<b>Date of previous inspection</b>	5 October 2010
<b>Telephone number</b>	01883 730 406

Oxted Pre-School registered in 1992. It is a committee run pre-school that operates from United Reformed Church in Oxted, Surrey. The setting is open from 9.15am to 12.15pm from Monday to Friday, during term time only. The pre-school receives funding for children aged two, three and four. There are seven staff who are employed at the setting, one of whom has relevant childcare qualifications.

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