

Little Oaks Pre School & Out of School Club



Grounds of Stella Maris RC Primary School, Parkfield Road, Folkestone, Kent, CT19 5BY

Inspection date

1 July 2015

Previous inspection date

9 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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		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

- Staff provide children with a stimulating environment to play in. They have a good range of toys and resources, which are easily accessible. This enables children to make good decisions in their play.
- Staff encourage children to recognise letters and letter sounds. Consequently, children develop good communication and language skills.
- Staff have developed very supportive relationships with parents and carers. This helps to meet children's individual needs and promote continuity of care and learning.
- The management supports staff practices through supervisions and weekly staff meetings. Staff undertake regular training and are encouraged to improve their qualification level. This helps to ensure that the quality of teaching continues to be good.
- The management and staff demonstrate a good knowledge and understanding of the child protection procedures and of how to safeguard children. They ensure children's safety is secure at all times and teach children how to identify and manage risks for themselves.
- The staff have highly effective methods to support new children and those children moving on to school.

It is not yet outstanding because:

- Occasionally, group activities are not organised in a way that supports every child's involvement and concentration as fully as possible.
- Staff do not always make the most of all areas of the environment to provide activities and resources to extend children's learning experiences.

What the setting needs to do to improve further

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

- review the organisation of group activities to make sure that they always engage all children and sustain their interest fully
- make the most of all areas of the environment to provide activities and resources to support and challenge children in their learning and development.

Inspection activities

- The inspector observed activities indoors and in the outside area.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, planning and policies.
- The inspector undertook a joint observation with the manager.
- The inspector talked to the owners and manager about the service they provide and how they are driving forward improvements.
- The inspector spoke to parents about their views on the service that they receive.

Inspector

Sara Garrity

Inspection findings

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

Staff use observations and assessments successfully to plan for children's next steps in their learning. As a result, children make consistently good progress in relation to their starting points. Good storytelling by staff means that children listen carefully and predict what will happen next. Staff teach children how to share and take turns through a good range of activities. They provide children with daily experiences to develop early writing skills using a variety of materials. Staff motivate children to learn about the natural world by providing activities that children join in with enthusiastically. They make good use of all activities to encourage children to count, name shapes and compare sizes of objects. Consequently, children develop their mathematical skills and knowledge. Staff share information daily with parents, which helps to ensure they are aware of how their child has been during the day, and their achievements.

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

Staff implement a key-person system which establishes very strong emotional bonds with children from the start. This supports children to feel very safe so that they are ready to learn. Staff make good use of snack time to talk to children about what they have been doing. They also teach children about how to stay healthy; for example, they reinforce why it is important to have lots to drink on hot days. Staff provide children with healthy, nutritious snacks and they support children's independence in using simple tools safely. Children show high levels of confidence in their abilities. The children enjoy going outside to explore and exercise, and enjoy activities where they interact with friends, which develops their social skills. Children learn about how to have a healthy lifestyle due to the staff interactions and teaching.

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

The management and staff have worked hard to get the pre-school up and running after the building and resources were damaged in a fire. They have clear action plans in place to move the setting forward. The manager monitors the staff assessments of children's development. As a result, she identifies any gaps in learning quickly. This ensures all children, including those with additional needs, make good continued progress in their learning and development. Staff have good links with other professionals to meet the needs of all children. The management uses effective systems of vigorous checks to guarantee the suitability of staff and provide new staff with a detailed introduction to policies and procedures. The manager receives support from the owners and attends manager meetings with other settings to share good practice. Parents comment on how supportive the staff are and say that their children are always very excited to come to pre-school.

Setting details

Unique reference number	EY364356
Local authority	Kent
Inspection number	835519
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	33
Number of children on roll	56
Name of provider	Little Oaks Early Years Limited
Date of previous inspection	9 June 2009
Telephone number	01303 850205

Little Oaks Pre-School is one of five settings run by Little Oaks Early Years Ltd. It registered in 2008 and operates from a mobile unit in the grounds of Stella Maris Roman Catholic Primary School in Folkestone, Kent. The pre-school is open each weekday from 8am to 3pm, term time only. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The management employs seven staff, all of whom hold appropriate early years qualifications at level 2 or above. The owners both hold degrees in early education.

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