

Little Oak Pre-School (Witney) Limited

Queens Dyke Community School, Burwell Drive, Witney, Oxon, OX28 5LP



Inspection date	13 July 2015
Previous inspection date	20 June 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

- Staff closely observe children's skills and what they enjoy. They purposefully plan activities to promote children's ongoing next steps in development. Teaching is good and children make good progress in relation to their starting points.
- Children are very well supported in their learning and development as they prepare to move on to their next stage in learning. Staff communicate well with parents and teachers to identify and plan appropriate activities to help children settle.
- Parents are valued as equal partners, sharing the care and achievements of their children.
- Children with additional or specific needs are well supported. Staff work very closely with outside agencies and other professionals to ensure children receive the intervention and support they need to make good progress.
- Staff have a good understanding of safeguarding procedures and attend child protection training to maintain this. They supervise children as they play and ensure the premises are safe and secure. As a result, children's welfare is given high priority.
- The key-person system works very well to ensure children form strong attachments with staff, who build solid relationships with parents.

It is not yet outstanding because:

- There are not as many exciting experiences and activities outdoors, as indoors, for those who learn best outdoors to extend and enhance their learning.
- On occasion, children's play is interrupted as they have to alter what they are doing around daily routine, such as when the morning children leave and afternoon arrive.

What the setting needs to do to improve further

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

- enhance the learning experiences of children who learn better outdoors
- review the organisation of the daily routine to enable all children to be fully engaged in consistently high levels of purposeful learning.

Inspection activities

- The inspector observed, and spoke to staff and children in both the indoor and outdoor areas.
- The inspector carried out a joint observation with the manager.
- The inspector sought the views of parents through written comments.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the leadership and management team.
- The inspector looked at children's records and planning documentation. She also checked evidence of the suitability of staff and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Amanda Perkin

Inspection findings

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

The staff offer purposeful and interesting activities that effectively promote children's learning and development across all areas of learning. Planning is effective and reflects children's individual next steps in learning and interests. Staff actively get involved in children's play and extend their language with their well-timed questioning. There is strong support for children who speak English as an additional language. Staff make good use of information from parents, and use resources, to value and reflect their home language and support their spoken English. Children enjoy participating in group time. Careful consideration to the grouping of children means that the content is well matched to their individual abilities. As a result, all children remain fully engaged and are able to contribute. Staff encourage children's imaginative play well. For example, staff join in as children excitedly play policemen, making handcuffs from construction straws and arresting the staff. This results in children having fun while developing their skills and imaginations, and learning about people and communities.

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

The environment is welcoming and appealing and children show that they feel safe and confident in the pre-school. Children have good relationships with each other and learn to share and take turns. They are encouraged to carry out simple tasks, such as preparing their snacks, which develops their independence and a sense of responsibility. Staff teach children about the benefits of healthy foods, and plan music and movement sessions to promote enjoyable physical activity. Children's health, safety and physical well-being are strongly fostered as staff implement a range of policies and safe working practices. Staff have used guidance from the local community police support officer to help children recognise what is and is not appropriate in their personal care support.

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

The manager has a good understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. Thorough self-evaluation of the provision identifies how the pre-school can improve further. For example, staff plan to extend and expand the range of resources for two-year-old children, particularly in the outside area. Robust recruitment procedures enable the management team to check that all staff are suitable to work with children. Management monitors staff closely, identifying any further training needs and supporting their professional development. Staff liaise well with other early years providers who share children's care and education. Written progress reports and daily diaries are exchanged. This provides a good level of consistency and complements children's learning experiences.

Setting details

Unique reference number	EY421302
Local authority	Oxfordshire
Inspection number	822697
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	27
Number of children on roll	50
Name of provider	Little Oak Pre-School (Witney) Limited
Date of previous inspection	20 June 2011
Telephone number	01993775940

Little Oak Pre-School (Witney) Limited is run by a private company of the same name. The pre-school re-registered in 2011, having operated as a committee run provision since 1983. It operates from a self-contained building within the grounds of Queen Emma's Primary School, in Witney, in Oxfordshire. The pre-school is open each weekday during term time, from 8.45am until 3pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine members of staff; of these, six hold relevant early years qualifications, including one who holds Early Years Professional Status.

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