

# Oakfield Pre-school and Holiday Club

Oakfield CE (Aided) Primary School, Appley Road, Ryde, Isle of Wight, PO33 1NE



## Inspection date

8 October 2015

Previous inspection date

15 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Effective leadership and management ensure the safe and smooth running of the pre-school and after school provision, with all requirements met well.
- Ongoing self-evaluation and regular tracking of children's progress help to sustain the good standards in the provision. Staff work closely with parents and other professionals to help them meet children's individual needs, including those with communication difficulties.
- Overall, the quality of teaching is good and children make steady, ongoing progress in their learning and development. Staff regularly assess children's progress and provide a wide range of learning experiences that build on children's skills.
- Staff provide a stimulating environment and, as a result, children are interested and eager to explore and learn.
- A well-established key-person system helps promote children's welfare and emotional development well. Therefore, children form secure attachments and are well prepared for the next stages in their learning, and for when they go to school.

### It is not yet outstanding because:

- On occasions, children do not have enough time to immerse themselves completely in activities in order to explore freely and independently to fully extend their learning.
- Although management regularly evaluates staff practice and helps to develop their skills, the evaluation is not always highly focused to bring about the most improvement in teaching.

## What the setting needs to do to improve further

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

- increase opportunities for children to explore resources and equipment more freely and to use their own ideas to extend their learning further
- develop further the systems to monitor and evaluate the provision to enable staff to reflect more on their practice and on their teaching methods.

### Inspection activities

- The inspector observed staff and how they interact with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a number of joint observations with the deputy manager.
- The inspector sampled a range of documentation relating to children's development, the suitability of staff, training records and safeguarding procedures.
- The inspector had discussions with the owner, the deputy and staff. She spoke with children and parents to gain their views of the pre-school.
- The inspector discussed the pre-school's self-evaluation and how the action plan is used to bring about continuous improvement. She discussed how staff work with other early years providers, other professionals and parents.

### Inspector

Jacqueline Munden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All those involved have a clear understanding of their roles and responsibilities to protect children through effective induction and supervision. Staff have addressed the recommendation made at the last inspection well. For example, they have further developed partnerships with parents and continually use information gained from them to help shape the educational programme. Staff successfully engage parents in supporting their children's learning at home. For example, staff provide home learning bags on topics such as potty training, which help to promote children's personal needs. Staff use skills learnt through training well to provide a consistent and positive approach to managing children's behaviour, and they share strategies with parents.

### Quality of teaching, learning and assessment is good

Staff give children's communication and language development high priority. This helps all children, including those learning English as an additional language, to become confident talkers. For example, staff learn and use words in children's home languages and model words for objects. This helps children feel valued and included, and helps them quickly build a good understanding and wide vocabularies. A specifically trained member of staff skilfully provides small group sessions, which increase children's listening skills and encourage them to speak. Children are captivated and show high levels of concentration as they respond to questions and instructions. For example, they learn positional language as staff ask them to put an object under the cloth. Staff help children build good levels of mathematical skills. For example, they encourage children to compare the size of the dinosaur models they play with and count the number of legs on each.

### Personal development, behaviour and welfare are good

Staff have a good all-round knowledge of each child and their family. They are sensitive to children's needs and help them to settle quickly. Children learn about acceptable behaviour and to respect other people through regular reminders to be kind and to take turns. For example, staff encourage children to use a sand timer to help them understand when it is someone else's turn at the painting easel. Children develop a good awareness of keeping safe and healthy. For example, children follow safe procedures as they move around the school site. Children benefit greatly from spending lots of time playing and learning in the fresh air. For example, they have enormous fun, develop high levels of physical skills and strong muscles as they chase, jump in and out of, and roll hoops.

### Outcomes for children are good

Children make good progress in all areas of their learning and development in relation to their starting points. They gain a wide range of skills they need for their future learning, which has a positive effect on outcomes for children.

## Setting details

<b>Unique reference number</b>	EY429962
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	822789
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	34
<b>Name of provider</b>	KNL Childcare Ltd
<b>Date of previous inspection</b>	15 February 2012
<b>Telephone number</b>	01983564030

Oakfield Pre-school and Holiday Club registered in 2011. It operates from Oakfield Primary School, in Ryde, on the Isle of Wight. The pre-school runs each weekday from 8.50am until 5.30pm, all year except for two weeks over Christmas and New Year and all public holidays. The after school provision runs each weekday during school terms from 3pm until 5.30pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff employed to work with the children, including the manager and deputy who hold relevant early years qualifications at level 4 and 5. The remaining three staff hold relevant early years qualifications at level 3.

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