

Inspection date	26 November 2015
Previous inspection date	27 February 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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

- There is a strong leadership and management team, who have worked extremely well to secure improvement. Good progress has been made since the last inspection and there are well-focused improvement plans in place to ensure this continues.
- Staff monitor how well children progress in their learning. They use this information and their observations of what motivates children to plan interesting experiences to extend their learning.
- The quality of teaching is good. Staff make learning fun and provide a very good range of sensory experiences for children to explore and investigate.
- Staff have consistent expectations and give children clear guidance and praise for good behaviour. Children behave well, respect each other and learn about differences within the group.
- Staff get to know children and their families well. They work closely with parents to provide consistency of care for their children. This has a positive impact on children's well-being.

It is not yet outstanding because:

- Systems to evaluate the impact of staff performance are not fully used to help raise the quality of teaching to an exceptional level.
- During some activities staff do not have high enough expectations of the more-able children and, therefore, do not provide enough challenge to raise their level of attainment even further.

What the setting needs to do to improve further

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

- make better use of the evaluation of staff practice to raise the quality of teaching to an even higher level
- raise staff's expectations of the more-able children and provide more challenging activities to increase their achievement to an even higher level in mathematics and literacy.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and held a meeting with the manager and a member of the leadership team.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of the procedures to follow if they have any concerns about a child. There are strong links with other professionals working with the children and with local schools. Information is shared, when necessary, to secure children's welfare and promote their education. The leadership and management team work closely together to drive improvement. They ensure all staff benefit from regular supervision, training and coaching to help them maintain good practice. The manager has raised her level of qualification and this increased knowledge and expertise is used well to enthuse the team. All staff have a good understanding of the learning and development, and the safeguarding and welfare requirements. They focus their efforts on meeting these and are keen to continually improve the quality of the service they offer.

Quality of teaching, learning and assessment is good

Staff monitor children's progress and take prompt and effective action to address any gaps in learning. For example, they swiftly identify individual children who may need extra support and work with parents to set precise targets. Staff make very good use of natural materials, which quickly capture children's curiosity. They are given the freedom to use, move and combine the resources in a variety of ways and show high levels of engagement. Staff provide plenty of opportunities for children to act out and sequence familiar stories. They use a good range of visual aids during story and singing sessions to sustain their interest. Staff clearly enjoy the time they spend with the children. Their positive interaction provides plenty of opportunities for children to talk about their ideas and share their opinions. Staff incorporate a wide range of mathematics and literacy activities, both indoors and outdoors, which are enjoyed by the children. However, these do not always provide additional challenge for the most-able children to stretch their abilities.

Personal development, behaviour and welfare are good

Children are very settled and confident. They have warm relationships with their assigned key person. Parents and carers are overwhelmingly positive about how well the staff know their children and are impressed with the progress they have made. Mealtimes are relaxed, social occasions, where children develop their independence and enjoy washing their dishes. They have plenty of opportunities for outdoor play and their good health and physical development are well promoted. Staff teach children about playing safely and assess risks effectively to help ensure that they are safe and secure.

Outcomes for children are good

All children, including disabled children and those with special educational needs, make good progress from their starting points. Two-year-olds, including those who receive funding, show good levels of engagement in their play and learning. Children who speak English as an additional language benefit from the good strategies in place. They use their own language alongside learning the English language. Children are motivated, eager to join in, follow instruction easily and are well prepared for the move on to school.

Setting details

Unique reference number	EY306656
Local authority	Staffordshire
Inspection number	1008493
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	44
Number of children on roll	44
Name of provider	Pre-School Learning Alliance
Date of previous inspection	27 February 2015
Telephone number	07929 120867

Oakhill Childcare was registered in 2005 and is managed by the Pre-school Learning Alliance. It operates from Oakhill County Primary School in Hawksworth, Tamworth. The pre-school opens from Monday to Friday, all year round. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are ten staff employed. Of these, one holds a qualification at level 6 and the other nine hold a qualification at level 3.

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