

# Little Oaks Pre-School

Brackley C of E Junior School, Manor Road, Brackley, Northamptonshire, NN13 6EE



<b>Inspection date</b>	29 February 2016
Previous inspection date	28 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff use what they know about children to challenge their learning effectively. Accurate observation and assessment lead to planning for future learning that is based on a good knowledge of each child and their family.
- Leadership and management are effective in evaluating the quality of the provision and securing continuous improvement.
- Partnerships between staff and parents are strong, ensuring that they work successfully together to meet children's care and learning needs.
- Staff liaise with other providers to ensure progression and continuity of learning and care. They work closely with external services to ensure that children get any additional support they need.
- Children make good progress in their communication and language development. Small-group times are organised effectively to provide additional support for children's early speaking skills.
- Children's pre-writing physical skills are promoted effectively. For example, younger children strengthen their arm and hand muscles while playing with dough and older children skilfully thread small pieces of pasta onto string to make necklaces.

### It is not yet outstanding because:

- Staff do not fully support children's knowledge of the wider world. Children's understanding of people, families, communities and traditions beyond their own is not fully extended through the experiences that staff provide.
- On occasions, staff do not inspire children to explore and experiment with different media, materials and tools.

## What the setting needs to do to improve further

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

- extend opportunities for children to gain a greater awareness of similarities and differences, and an understanding of different people in the wider world
- increase the opportunities for children to use a range of media and materials that inspires exploration and experimentation.

### 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.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small selection of parents and took account of their views.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Safety and security of the premises are addressed well. Procedures for staff recruitment, selection and induction are robust and vetting procedures for staff meet requirements. Staff keep their safeguarding knowledge up to date. As part of effective self-evaluation procedures, the manager obtains views from staff and parents about what is working well and what could be improved. The manager observes staff practice and staff observe each other in order to identify strong practice and areas for improvement. This is discussed during staff supervision meetings and targeted training needs are identified. Recent training has helped staff to extend their understanding of the different needs of two-year-old children. Staff are motivated to extend their knowledge and level of qualification.

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

Staff ensure that they are aware of children's starting points for learning. Children acquire the skills and the capacity to learn that they need to reach the next steps in their development. They make good progress. Older children chat happily with their friends while they join together to act out their own experiences, such as pretending to be mums and dads. They are learning to link sounds and letters and pencil control is developing well. Older children recognise their own names in print and they are encouraged to write their names on artwork. All children have access to a very good variety of books. Younger children enjoy listening to a favourite story about a caterpillar. Their interest is enhanced as all children in the small group have their own copy of the book, and props are used effectively by staff. Children's early speaking skills are promoted extremely well as they are all encouraged to make comments about the story.

### Personal development, behaviour and welfare are good

Children are happy and settled and relationships between staff and children are very good. Their emotional security begins with a good settling-in procedure that is agreed with parents in accordance with their child's needs. Children's independence is promoted well by staff. They are encouraged to manage tasks for themselves and they easily select resources from well-organised storage. Children develop an understanding of dangers and how to keep themselves safe, such as knowing why they can run outside but must walk inside. They understand and adopt healthy habits, and learn about healthy eating. Parents provide packed lunches and staff support children to identify and eat the healthiest options first. Children are physically active. Older children are challenged effectively to practise balancing and moving their bodies in different ways over an obstacle course. Children behave well. Staff boost children's self-esteem as they offer meaningful praise for their efforts and achievements.

### Outcomes for children are good

Children's learning builds successfully on what they already know and can do. Staff track children's ongoing progress and, in partnership with parents, plan for the next stage in their learning. All children make good progress in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	219985
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	854533
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	108
<b>Name of provider</b>	Little Oaks Committee
<b>Date of previous inspection</b>	28 January 2009
<b>Telephone number</b>	01280 840201

Little Oaks Pre-School opened in 1967. It employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications ranging from level 2 to level 6. The pre-school opens term time only from Monday to Friday. Sessions are from 9am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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