

Tiny Oaks Pre-School

C/O Oakridge Infant School, Oakridge Road, Basingstoke, Hampshire, RG21 5RR



Inspection date

23 March 2016

Previous inspection date

9 March 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

- Staff give high priority to safeguarding children. All staff are highly trained to identify and support children who may be at risk of harm. Enthusiastic staff engage children well. They are good role models and set clear boundaries. Children behave well and know what staff expect of them.
- Effective partnerships with childcare professionals ensure that all children, including those with special educational needs, get any additional support they need. Children make good progress in their learning and development.
- Partnerships with local schools are well established. Staff prepare children well for their next stage of learning and the move on to school.
- Children settle well in the vibrant and welcoming surroundings. They grow in confidence and form positive and worthwhile relationships with other children, their keyworkers and the adults who care for them.
- Managers support staff very well using an effective programme of supervision and development. Staff are well trained to meet the needs of the children they care for.

It is not yet outstanding because:

- On occasions, staff do not always allow children enough time to answer and respond to questions.
- Staff miss opportunities for children to learn about and to use technology, to support their understanding of the world.

What the setting needs to do to improve further

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

- provide every opportunity for children to think and respond carefully to questions, to value their thoughts and ideas, and to promote further their thinking and communication skills
- increase opportunities for children to learn about and use technology to extend their learning further.

Inspection activities

- The inspector spoke to parents, staff, children and the manager at appropriate times during the inspection.
- The inspector observed children and the quality of teaching inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector toured the premises and reviewed resources.
- The inspector sampled a range of documentation, including children's progress records, suitability of staff, and policies and procedures.

Inspector

Tracey Hicks

Inspection findings

Effectiveness of the leadership and management is good

The manager evaluates the provision, taking into account the views of parents, other professionals and her team to promote continuous improvement. Staff work extremely well together. They demonstrate high expectations of what each child can achieve, including children learning English as an additional language and those with special educational needs. Staff are passionate about improving the care and learning they offer children. For example, they attend training as required to improve outcomes for children. Staff assess and monitor children's progress accurately from the outset, to identify and address any gaps in learning. For example, staff are introducing a speech group to help children develop further their communication skills. Safeguarding is effective. Staff are confident about the procedures to follow should they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Partnerships with parents are well established. Staff keep parents well informed of their children's progress, including through an online system where they can view photographs and write comments. Children are confident and keen to learn. Younger children enjoyed exploring different textures as they searched for chicks and eggs in the Easter-themed discovery tray. Staff encourage children to count and use mathematical language, for example, as children rolled and manipulated chocolate-scented play dough, to fill empty chocolate boxes. Staff include all children and extend their understanding when reading stories or singing rhymes, including through using signs and props. Staff question children enthusiastically to extend learning. However, on occasions, staff do not give younger children enough time to think about and respond to the questions.

Personal development, behaviour and welfare are good

Flexible settling-in arrangements help staff to work closely with parents and children, to help children feel safe and secure in their new surroundings. Children develop strong attachments with their keyworkers. They develop good independence skills; for example, they select their own coats and prepare their own healthy snacks at snack time. Children choose whether they wish to play indoors or outdoors throughout the session. They enjoyed digging in the mud for buried eggs and used their imagination to decide whose egg it might be, and where it came from. However, children have little opportunity to use technology outdoors to extend their learning further.

Outcomes for children are good

All children make good progress. Children are confident, self-motivated and well prepared for their next stage of learning. They are independent, sociable and play happily together as they learn through exploration and discovery.

Setting details

Unique reference number	EY221807
Local authority	Hampshire
Inspection number	1033118
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	63
Name of provider	Tiny Oaks Pre-School Committee
Date of previous inspection	9 March 2012
Telephone number	07786 346465

Tiny Oaks Pre-School registered in 2002. It is run by a voluntary committee of parents and carers. The pre-school is open during term time from Monday to Friday and offers flexible arrival times from 9am to 3pm. The pre-school receives funding to provide free early education to children aged three and four years. The pre-school employs 10 members of staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including two staff who hold Early Years Professional Status.

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