

# Twin Oaks Pre-School

Waterloo Youth Centre, Kitchener Crescent, Poole, Dorset, BH17 7HX



<b>Inspection date</b>	29 April 2016
Previous inspection date	21 May 2015

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

- Staff support children who have special educational needs or disability particularly well. They provide individualised support and make good use of other early years professionals to help support all children to reach their full potential.
- The managers provide staff with good opportunities for their continuous professional development and to extend their teaching skills further. They meet with staff regularly to monitor their practice and identify training needs.
- Children are motivated in their learning and make good progress in all areas of their learning. They show high levels of concentration as they participate in a good range of learning opportunities.
- The managers use effective methods to monitor children's progress and to identify areas where children are not so involved in their learning. For example, staff recognised children becoming engaged in activities on the floor rather than on table tops and quickly provided additional resources to extend their learning in this way.

### It is not yet outstanding because:

- Staff do not always make good use of the outdoor environment to create different learning opportunities to fully support children who prefer to learn outdoors.
- Staff are not always successful in promoting healthy eating.

## What the setting needs to do to improve further

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

- increase the range of learning opportunities for those children who learn better in the outdoor environment
- think of more ways to support children in learning about healthy eating.

### Inspection activities

- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector completed observations in the playroom and the garden area and spoke to staff and children at appropriate times.
- The inspector sampled documentation, including staff records, self-evaluation and children's learning records.
- The inspector spoke to parents to gain their views about the provision.

### Inspector

Lorraine Sparey

## Inspection findings

### Effectiveness of the leadership and management is good

The managers use effective methods to monitor and evaluate the provision. For example, they seek the views of staff, parents and children, and staff complete reflective diaries, picking different aspects of the session to evaluate their practice. There are effective methods to enable staff to plan and provide activities tailored to children's individual needs and interests. Staff work well together as a team and create a welcoming environment for children and their families. Safeguarding is effective. All staff are clear on the procedures to follow if there is a concern with children's welfare. Staff build positive relationships with parents and provide them with lots of opportunities to be involved in their children's learning, for example, by sharing their children's achievements at home on the 'wow' board. Staff work well with other early years settings to ensure a consistent approach to children's learning.

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

Staff use effective teaching methods to support children in making good progress. For example, in addition to the activities that they plan and provide, they invite specialist visitors to the group to extend children's learning, such as a ballet teacher and a gym teacher to work on children's physical development. Staff give high priority to encouraging young children's communication and language development. For example, they undertake small group work where a member of staff takes three children into the garden, where they use binoculars and talk about what they can see. All staff complete observations and assessments and involve parents to make sure that they have an accurate picture of each child's progress. They use this information well to plan activities for children's next steps.

### Personal development, behaviour and welfare are good

Children feel safe and secure. They are building good relationships with the staff and other children. Children behave well. They learn to share and take turns. For example, some children bring toys from home and invite other children to use them. They know and understand the boundaries and expectations, and staff use effective methods to support the younger children in learning about acceptable behaviour. Children learn how to keep themselves safe. For example, they enjoy visits from the police, who talk about road safety and staying safe.

### Outcomes for children are good

Children are making good progress and their independence is supported well. Children thoroughly enjoy contributing their ideas. For example, during a story about pirates, they give staff instructions about where they might find the treasure. Children show high levels of confidence and are keen to participate in the activities. They are well prepared for their eventual move to school.

## Setting details

<b>Unique reference number</b>	109612
<b>Local authority</b>	Poole
<b>Inspection number</b>	1015939
<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>	40
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Twin Oaks Playgroup Committee
<b>Date of previous inspection</b>	21 May 2015
<b>Telephone number</b>	01202 693 288

Twin Oaks Pre-School registered in 1993. It is located in the Hillbourne area of Poole, Dorset. The pre-school is open from 9am to 3pm, during term time only. The pre-school employs 10 members of staff, eight of whom hold early years qualifications at level 3.

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