

# Oxted Pre-School

United Reformed Church Hall, Bluehouse Lane, Oxted, Surrey, RH8 0AA



|                          |             |
|--------------------------|-------------|
| <b>Inspection date</b>   | 12 May 2016 |
| Previous inspection date | 4 June 2015 |

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

- The manager and staff monitor and evaluate the pre-school provision and have implemented targets to bring about improvement. Actions from the last inspection have been met to help improve children's outcomes.
- Staff use their knowledge and skills well to provide good-quality learning opportunities for children. Children make good progress.
- Children are keen to participate in activities in the interesting learning environment. They demonstrate high levels of involvement and capability. Children are emotionally well-prepared and learn valuable skills for their future learning at school.
- Children show kindness to others; for example, older children hold younger ones' hands to offer reassurance when they return from outdoor play.
- Staff work effectively with parents and other early years professionals to provide appropriate support for children identified with special educational needs.

### It is not yet outstanding because:

- Staff do not always gain highly effective information about children's specific needs and achievements from parents when children start, to help them gain an even better understanding of their starting points.
- The manager and staff do not always make the best possible use of the observations, assessments and planning system to help them monitor children's progress. They do not always precisely highlight gaps in children's development and plan even more sharply for the next steps in their learning.

## What the setting needs to do to improve further

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

- build on the systems for gathering information from parents about children's development to help staff plan more precisely for children's individual needs when they first start
- improve the monitoring of the observation, assessment and planning process to provide an even more precise picture of children's specific needs and next steps in their individual learning.

### Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector talked to staff about how they plan for children's individual learning needs and monitor their progress.
- The inspector talked to the manager, staff and committee members at appropriate times throughout the inspection.
- The inspector sampled a range of documents, including children's development records, staff suitability and qualifications, and safeguarding procedures.
- The inspector spoke to parents during the inspection and took their views and comments into account.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good awareness of the procedures in place to protect children and maintain their welfare. The manager effectively monitors staff practice to help her identify where to make further improvement. Staff attend training that helps them support children's individual learning and their own professional development. For example, staff use reflective practice to identify changes needed within the environment to provide further challenge to children and research how to manage children's challenging behaviour. This has a positive impact on children's learning and development. Staff share good ideas with parents to help support home learning.

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

Staff promote children's communication and language skills well, for example, through the good use of questioning, visual prompts and photographs displayed around the pre-school. Children recall past events as they refer to the photographs and talk with their friends. This helps develop children's confidence to express and share their thoughts. Staff constantly challenge children, for instance, with questions about what they are doing to help extend language and introduce new words. For example, as children explore the bug hotel, staff ask children about the bugs they discover and discuss their habitats. Staff encourage children to be active learners. For example, they enthusiastically explored what happens when water and soil are mixed together.

### Personal development, behaviour and welfare are good

Children have close relationships with staff and develop self-confidence and a strong sense of emotional security. Children behave well. They are kind and considerate to each other. Staff are calm role models who devote their time and attention to the children. For instance, they set out the learning environment extremely well, which helps children to decide where they would like to play. Children learn to follow daily routines and staff teach them to wash their hands thoroughly before they eat. Staff promote children's independence further, for example, as they individually select their own snacks and pour their own drinks. Children know about the importance of making healthy food choices and have many opportunities to be physically active.

### Outcomes for children are good

Children, including those with special educational needs, are confident and independent learners, who gain the key skills they need in readiness for the move to school. They demonstrate good communication and early literacy skills. Children lead their own play and think for themselves extremely well. They develop secure mathematical skills; for example, they count accurately, build tall towers and compare the heights with support.

## Setting details

|                                    |                                      |
|------------------------------------|--------------------------------------|
| <b>Unique reference number</b>     | 122725                               |
| <b>Local authority</b>             | Surrey                               |
| <b>Inspection number</b>           | 1016971                              |
| <b>Type of provision</b>           | Sessional provision                  |
| <b>Day care type</b>               | Childcare - Non-Domestic             |
| <b>Registers</b>                   | Early Years Register                 |
| <b>Age range of children</b>       | 2 - 4                                |
| <b>Total number of places</b>      | 24                                   |
| <b>Number of children on roll</b>  | 34                                   |
| <b>Name of provider</b>            | Oxted Pre-School Playgroup Committee |
| <b>Date of previous inspection</b> | 4 June 2015                          |
| <b>Telephone number</b>            | 07733 289486                         |

Oxted Pre-School registered in 1992. It is a committee-run pre-school that operates from the United Reformed Church in Oxted, Surrey. The pre-school is open during term time only, from 9.15am to 2.45pm on Monday and Tuesday, from 9.15am to 1.15pm on Wednesday and Friday, and from 9.15am to 12.15pm on Thursday. There are seven staff; of whom, four hold relevant childcare qualifications to level 3. The pre-school receives funding for free early years education for children aged two, three and four years.

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