

Oakwood Community Pre-School



St.John's Road, Hartley Wintney, Hampshire. RG27 8DW

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| Inspection date | 24 May 2016 |
| Previous inspection date | 2 June 2015 |

| | This inspection: | Good | 2 |
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| 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

- Significant improvements have been made since the last inspection. The manager has worked closely with the management committee and the local authority to thoroughly review practice and make many positive changes. As a result, the quality of provision is now good.
- Teaching is good. Senior staff are strong role models and use their in-depth knowledge of how young children learn. They effectively mentor new staff, and those who are not yet qualified. This means children continually benefit from high quality learning experiences.
- Children thoroughly enjoy their time at pre-school. They form very close relationships with the staff who look after them. Good arrangements mean children manage change within the setting well. They settle quickly when they transfer from the Acorns room to the Oaks room, and on to school, and are ready for their new stage of learning.
- Parents are very happy with the quality of the pre-school and are full of praise for the staff team. There are good systems in place to make sure parents are fully involved in their children's learning and kept informed of the progress they make.

It is not yet outstanding because:

- Systems to check how well groups of children are learning are still very new. Therefore, senior staff cannot demonstrate how rapidly any gaps in development are closing.
- Senior staff do not always use procedures for self-evaluation precisely enough to make sure provision is of outstanding quality.

What the setting needs to do to improve further

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

- continue to develop the new systems in place for tracking cohort groups of children to demonstrate how rapidly gaps in learning are closing
- utilise all opportunities for self-evaluation and monitoring to improve standards to a consistently outstanding level.

Inspection activities

- The inspector observed the quality of teaching, both inside and outside.
- The inspector talked to staff about how they plan for children's learning and what action they take to keep children safe.
- The inspector carried out a joint observation with the pre-school manager to evaluate how well senior staff monitor the quality of teaching.
- The inspector talked to the chairperson of the management committee and discussed the systems in place for reviewing the quality of provision and making continuous improvement.
- The inspector sampled a range of documentation, including staff files, records of children's learning, the pre-school's self-evaluation report and safeguarding files.

Inspector

Jo Caswell, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

A strong focus on staff development and improved monitoring of provision have enabled senior managers to make the necessary changes since the last inspection. Much better emphasis is now given towards checking the progress children make. Although this is still new, senior staff quickly identified that improvements were needed to develop children's mathematical skills. With the expert support of a member of the management committee, and the local authority advisor, many changes have now been made and the promotion of children's mathematical development is now good, both inside and outside. Staff have many opportunities to access training and reflect on their practice. They demonstrate a very strong team and work together well to support children's learning. Safeguarding is effective. Staff have a clear understanding of their role in keeping children safe and know what to do to report any concerns.

Quality of teaching, learning and assessment is good

Staff are highly skilled in providing a fun, stimulating and interesting range of activities. Support for the youngest children's learning has significantly improved since the last inspection. The Acorns room is now managed well and teaching is good. Changes in staffing and a positive focus on exploratory play mean two-year-old children have a good start to their learning. For example, staff planned many fun activities based on the theme of 'Humpty Dumpty'. Teaching in the Oaks room is also consistently good. Significant investment in the outside area has been particularly successful in enriching children's learning. For example, a new layout of resources has led to many more boys showing interest in practising their writing skills.

Personal development, behaviour and welfare are good

Children develop a real sense of belonging within the pre-school. Staff praise them highly and help children to feel good about themselves. Good attention is given towards supporting children's independence and personal choices. Staff value each child and their family as individuals and every child is treated fairly. Staff work tirelessly to support family welfare and help parents in seeking out any extra support they may need. This is helped by the good partnerships staff develop with other professionals, such as the local children's centre and infant school. Children seek out their key person when they need extra support and all children benefit from plenty of individual attention. Older children are very kind and caring towards the younger ones and behaviour across both age groups is good. A daily programme of extensive physical play activities, and opportunities for sustained time outside, mean children's health and well-being is supported well.

Outcomes for children are good

Children develop a very positive attitude towards learning. They explore in their play and enjoy finding out new things. Children's speaking and listening skills are especially good. They follow instructions clearly and use their well-developed communication skills to express their ideas and to ask questions. This supports their motivation to learn and means they develop important skills to support their future learning. All children, including those who need extra support, make good progress in their learning and development.

Setting details

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| Unique reference number | 509561 |
| Local authority | Hampshire |
| Inspection number | 1037438 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 50 |
| Number of children on roll | 53 |
| Name of registered person | Oakwood Community Playgroup Committee |
| Registered person unique reference number | RP519630 |
| Date of previous inspection | 2 June 2015 |
| Telephone number | 07816 836234 |

Oakwood Community Pre-School registered in 1997. It is situated in the village of Hartley Wintney, Hampshire. The group opens Monday to Friday during term times only. Sessions are from 9.05am to 12.05pm or 1.05pm, and afternoon sessions are from 12.05pm to 3.05pm. Children can also attend all day sessions from 9.05am to 3.05pm. A team of seven staff regularly work with the children. Four of these staff are qualified in early years. The pre-school receives funding to provide free early education for children aged two, three and four years.

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