

# Oak Farm Pre-School

Chaucer Road, Farnborough, Hampshire, GU14 8SS



## Inspection date

25 May 2016

Previous inspection date

5 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 supervisor has implemented many changes since the last inspection. As a result, all legal requirements are now met and significant improvements have been made to the quality of teaching.
- Staff are fully committed to providing children with the best possible start to their education. They use their well-developed skills to make learning fun. As a result, children arrive at pre-school full of enthusiasm and ready to learn.
- Partnerships with parents and carers are good. Staff engage them well in their children's learning and this has a positive impact on the progress children make.
- The newly-developed outside area is used especially well to enrich children's learning. Staff have worked hard to make this an enticing and inviting space for children to play and explore.
- Staff are very kind and caring towards the children and have an in-depth knowledge of each child's needs. They work together closely with parents to make sure every child settles in quickly and is safe and happy at pre-school.

### It is not yet outstanding because:

- Systems for monitoring the quality of the pre-school's work are not always rigorous enough to help staff improve their teaching to an outstanding level.
- Information about the progress children make is still new. Therefore, it is too soon to show how any gaps in children's are closing at a rapid rate.

## What the setting needs to do to improve further

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

- refine the procedures for monitoring the quality of provision and help staff improve their teaching to an outstanding level
- make better use of assessment information to clearly show how any gaps in different children's learning are closing at a rapid pace.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning both inside and outside.
- The inspector talked to staff about how they monitor children's progress and what they do to keep children safe.
- The inspector carried out a joint observation with the pre-school supervisor and evaluated how well senior staff monitor the quality of teaching.
- The inspector looked at a range of documentation including records of children's learning, staff training certificates, safeguarding records and the pre-school's improvement plans.
- The inspector talked to parents and carers at the beginning of the session and took account of their views. She also considered written feedback provided by parents.

### Inspector

Jo Caswell, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

The pre-school is led by a strong and highly experienced supervisor. She uses her expertise in early years to improve standards and motivate staff. She has high expectations and is an effective role model. Despite changes in staffing this year, the new team works together well and teaching is consistently good. Staff continually want to give their best and their dedication towards the children and families is very clear to see. Partnerships with parents and other professionals are especially good and enable children to receive extra support with their learning and development. Safeguarding is effective. Staff are very committed towards keeping all children safe and know exactly what to do if they have any concerns about children's welfare.

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

Targeted support is given towards promoting children's language development. Staff have received additional training and seek advice from speech and language therapists to extend children's communication. This has led to improvements in children's speaking and listening skills and their confidence to ask questions and contribute towards group discussions. Staff are highly imaginative in their teaching. They plan activities they know will interest children and challenge all abilities. For example, when children showed interests in pirates, staff helped them to devise their own treasure maps and turn the slide into a pirate ship. An exciting activity followed where children and staff worked together to find the 'hidden' treasure extending their language and creative skills well. Spontaneous activities are used very well to extend children's learning. For example, children were fascinated to talk about a bird's egg they found in the pre-school garden.

### Personal development, behaviour and welfare are good

Staff create a very positive atmosphere within the pre-school. Children's achievements are actively celebrated; for example, through the use of 'proud clouds' and stickers. During group discussions, every child's contribution is valued and they are rewarded with high levels of praise. This helps to build children's self-esteem. Children show how secure they feel with staff. They approach them readily for comfort and support. Good attention is paid towards promoting children's healthy development. Children consistently behave well. They are kind and courteous to each other. From a young age, children understand the importance of sharing, respecting each other and taking turns.

### Outcomes for children are good

Children are very happy in the pre-school. Staff use additional funding well to make sure that every child makes good progress from their individual starting points. Children develop good levels of confidence and independence. They make their own choices and communicate well. They listen to staff and follow instructions carefully. Good opportunities for exploratory play encourage children to be inquisitive; to want to find out how things work and to try new things. This means they develop important skills to help them become ready for starting school.

## Setting details

<b>Unique reference number</b>	109928
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1037436
<b>Type of provision</b>	Full-time 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 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Oak Farm Community Pre-School Committee
<b>Registered person unique reference number</b>	RP517906
<b>Date of previous inspection</b>	5 June 2015
<b>Telephone number</b>	07958 178119

Oak Farm Pre-School registered in 2000. It is located on the same site as Samuel Cody Specialist Sports College in Farnborough, Hampshire. The pre-school opens each weekday during school term time. Children can attend on either a full time or part time basis between 9.15am and 3.30pm. The pre-school receives funding to provide free early education for children aged two, three and four years. A team of six staff work with the children, all of whom are qualified in early years. The supervisor and deputy supervisor are both qualified to degree level.

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