

# The Oakwood Pre-school

St. Marys Church Hall, High Road, BASILDON, Essex, SS16 6HG



## Inspection date

24 May 2016

Previous inspection date

2 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- There is a well organised key-person system in place to help children feel safe and secure. Children enjoy warm and close relationships with the staff.
- Teaching is effective. Staff provide a wide range of learning opportunities to interest and engage all children. Children make good progress towards the early learning goals. The provision for children who have special educational needs or disability is good. This enables them to achieve well.
- Strong partnerships with parents and other professionals contribute well to good outcomes for children. Parents are well supported to promote their children's learning at home. They receive regular information about their children's progress. Parents value the good quality of learning and care provided.
- Staff quickly identify any gaps in children's learning using effective tracking systems. Any gaps are quickly addressed and targeted interventions are put in place to enable all groups of children to achieve.
- Accurate self-evaluation incorporates the views of parents, children and staff and contributes well to the pre-school's continuous improvement.

### It is not yet outstanding because:

- Systems for monitoring staff performance are not sufficiently embedded to ensure that staff receive supervision of the highest quality.
- On occasions, staff do not always seize the opportunity to reinforce children's pre-reading skills.

## What the setting needs to do to improve further

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

- strengthen systems for monitoring staff performance to ensure that staff receive high-quality supervision
- provide more opportunities for children to use and apply their already good pre-reading skills throughout the day.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the pre-school's deputy managers.
- The inspector held a meeting with the pre-school's managers and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Vicky Turner

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff are committed to improving outcomes for children. Roles and responsibilities are clearly defined to ensure that the pre-school runs smoothly. The arrangements for safeguarding are effective. Staff are safely recruited to ensure their suitability to work with children. Staff are reflective of their practice and take every opportunity to improve their knowledge and skills by attending training relevant to the needs of children. Management is supporting one member of staff who is currently working towards a level 3 qualification. Staff work closely with the receiving schools to ensure that children are well prepared for the move on to school. Children attend regularly and benefit from the varied programme of learning provided. This is well supported by visits to places of interest and from visitors to the pre-school.

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

Staff make regular observations of children. They use this information to plan a broad range of learning opportunities based around topics and children's interest. This challenges and engages all children. Children are well motivated and eager to participate and learn. Staff are skilled in using probing questions to encourage children to think about their learning. They are at hand to support and extend learning. Children's language and communication skills are well promoted. Group discussion times provide good opportunities for children to engage in purposeful conversation. They are encouraged to listen to each other. Children engage in an interactive story session about pirates, well supported by props. They dress up as pirates and thoroughly enjoy role play on the pirate ship. They make handprint pirate ships and examine treasure maps. Older children write their names and identify rhymes in words. Staff take every opportunity to reinforce children's counting skills and number recognition.

### Personal development, behaviour and welfare are good

Children are happy and thrive well in this stimulating and inclusive learning environment. Children's independence is well promoted. They are developing good social skills. They take turns, share and listen to each other. There are good quality resources that reflect diversity and are accessible to children. Children behave well. They understand the rules and follow instructions well. Children's efforts are praised and rewarded. They enjoy healthy snacks and engage in daily physical activity. Children learn about healthy eating and are encouraged to observe the effects of exercise on their body. Children investigate mini-beasts and plant sunflowers and vegetables. They plant herbs in the sensory garden and learn about rainforests. This contributes well to their growing understanding of the world. Children celebrate various festivals throughout the year. They are developing an increasing awareness of people and communities.

### Outcomes for children are good

Children achieve well and make good progress from their starting points. Children for whom the pre-school receives additional funding also make good progress. Children are developing the necessary skills for future learning. They are becoming confident, independent learners.

## Setting details

<b>Unique reference number</b>	402144
<b>Local authority</b>	Essex
<b>Inspection number</b>	1028705
<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>	30
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Christine Deer
<b>Registered person unique reference number</b>	RP513448
<b>Date of previous inspection</b>	2 July 2013
<b>Telephone number</b>	07902902632

The Oakwood Pre-school was registered in 1996. The pre-school employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during school term time. Sessions are from 9am until 3pm, Monday to Thursday and 9am until 11.45am on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

