

Little Oaks Pre-School

Adeyfield Community Centre, Queens Square, Hemel Hempstead, Hertfordshire, HP2 4EW



Inspection date

Previous inspection date

31 January 2018

7 February 2017

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

- Management has worked with the staff and taken effective action to address previous weaknesses identified at the last inspection.
- Children behave well. Parents comment favourably on children's behaviour and that staff have helped their children develop into calm and confident learners.
- The quality of teaching is good. Qualified and experienced staff members provide extra support to staff that are working towards their qualifications.
- Parents regularly receive information on their child's learning and progress. They also benefit from suggestions on how to further support their child's learning at home. Staff have improved communication with parents, they communicate in a number of ways and adjust this when required, to suit individual families.
- Staff encourage children to show parents their work at the end of the day. This is one of the ways staff help to build children's confidence.
- Staff have developed effective working partnerships with parents and other professionals to support children that need additional help.

It is not yet outstanding because:

- At times, staff are too quick to step in and do not always allow children enough time to think and respond for themselves.
- Management has started to monitor the progress of some specific groups of children. However, this has not been extended to identify all groups of children that may need additional support or further challenge.

What the setting needs to do to improve further

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

- allow children more time to think and answer for themselves to develop their thinking skills further
- refine further the monitoring of children's progress in order to identify all groups of children that may need further support or additional challenge.

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 carried out a joint observation of an activity and evaluated this with management.
- The inspector discussed children's assessment and the planning. She looked at a range of documents, including the safeguarding procedure.
- The inspector held a meeting with the manager. She discussed the nursery's self-evaluation and checked evidence of the suitability of staff working within the nursery.
- The inspector spoke to parents during the inspection and took account of their views and other written feedback. The inspector spoke to staff and children when it was appropriate.

Inspector

Rebecca Williams

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures to identify and respond to any concerns about a child's welfare. Steps are taken to minimise risks throughout the day to reduce the risk of injury to children. Staff have regular supervisory meetings during which they are given clear direction as to how to improve the quality of teaching and children's experiences even further. Managers have developed their evaluative skills and meet regularly with the staff team to drive forward further improvements. They have gathered feedback from parents. After reviewing children's behaviour, managers have acted upon local authority advice and staff have implemented changes to the daily routine to engage all children. The management team has recently acquired additional funding and plan to develop the outdoor learning environment further.

Quality of teaching, learning and assessment is good

All children are engaged in their play and concentrate for long periods. Younger children build with bricks and learn to play alongside others. This helps to develop their social skills. Older children work together in a small group to build a tractor out of boxes. Children that want to join in are welcomed and encouraged. Staff ask questions to develop children's mathematical knowledge. Children talk about the number of wheels they need on the tractor and show how many, using their fingers. Staff have benefitted from recent training on observation and planning. This has improved the quality of the observations of children's learning. It has also improved planning so that children enjoy a wider choice of activities and more purposeful play to support their next steps in learning.

Personal development, behaviour and welfare are good

Children are happy here. They build friendships with their peers and build secure relationships with the staff that care for them. Staff are good role models, demonstrating calm and polite behaviour. Children are kind to each other. For example, getting tissues and talking to an upset friend. Staff promote children's independence effectively. For instance, children choose their own activities from the wide choice available and help tidy away after their snack. Staff talk to children about the importance of healthy eating and encourage them all to try a wide choice of fruits at snack time. Children learn how to keep themselves safe. For example, to sit down when using scissors. Children benefit from regular fresh air and outdoor play.

Outcomes for children are good

Children are making good progress from their starting points, including those who have special educational needs and/or disabilities and those who speak English as an additional language. Children enjoy learning to ride tricycles and playing on the stepping stones outside. They concentrate on cutting circles out of card with scissors. Children's physical skills are promoted and they develop a good attitude to persevering with their learning. Children are well prepared for school or the next stage in their learning.

Setting details

Unique reference number	EY392996
Local authority	Hertfordshire
Inspection number	1085290
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	26
Number of children on roll	45
Name of registered person	Tracy Ann Hart
Registered person unique reference number	RP909768
Date of previous inspection	7 February 2017
Telephone number	01442 252 030

Little Oaks Pre-School registered in 2009. The pre-school employs five members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday for 46 weeks of the year. Sessions are from 8am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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