

Oaklings Pre-school

Green Oak Children's Centre, 671 London Road, Sutton, Surrey, SM3 9DL



Inspection date

14 March 2018

Previous inspection date

25 June 2014

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

- Managers have a good understanding of their roles. They closely oversee the efficient running of the pre-school and ensure staff successfully implement a range of policies and procedures. This helps to ensure children's welfare and safety are promoted.
- Staff routinely observe children and assess their development. Staff make good use of what they know to plan and provide children with activities that promote their learning. Children make good progress and no child falls behind.
- Staff have created a welcoming environment, with a broad and varied curriculum. Children have fun and enjoy attending. They are motivated to play, explore and learn.
- Children settle quickly and demonstrate they are content and comfortable. Staff are caring and friendly. They take the time to get to know children and their families well from the start.
- Staff work in close partnership with parents, professionals and other providers to share two-way information about children's care and learning. Children benefit from good continuity between the pre-school, home and other settings they attend.

It is not yet outstanding because:

- Staff do not make the best use of the outdoor provision to help promote the learning of children who prefer to learn outside to an outstanding level.
- Managers do not sharply focus the professional development opportunities for staff on raising the overall standard of teaching as far as possible. The quality of teaching is not consistently excellent throughout the pre-school.

What the setting needs to do to improve further

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

- develop further the provision for outdoor play to help enhance the learning of children who prefer to learn outside to an outstanding level
- extend the professional development opportunities for staff to help raise the quality of teaching further and disseminate consistently excellent practice throughout the pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector spoke to staff and held a meeting with the pre-school management team.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the pre-school.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

Managers evaluate and reflect carefully on what works well and what they can improve. They set clear targets for future development. This helps them to achieve and maintain good overall standards. The arrangements for safeguarding are effective. The environment is clean, safe and well laid out. Managers carry out thorough risk assessments of the environments indoors and outside. This helps reduce any possible hazards. Managers and staff have a secure understanding of their child protection responsibilities. They are alert to the signs and symptoms of child abuse or neglect and know how to deal with different concerns. Most staff are well qualified. Managers supervise staff and monitor their practice. This has a particularly positive impact on the quality of care they provide.

Quality of teaching, learning and assessment is good

Overall, teaching is good. Staff promote the next steps in children's learning using their interests. Children delight in imaginative and creative activities. Staff help them to paint pictures, make play dough and role play real-life experiences. Staff interact with children warmly, talk to them about what they are doing and add explanations to their learning. Managers monitor children's progress closely and identify different groups of learners. They ensure any children requiring additional support benefit from what they need, to begin to catch up with their peers. Children are becoming successful learners equipped with all the key skills they need to be ready for school.

Personal development, behaviour and welfare are good

Children gain a good understanding of the importance of living a healthy lifestyle. Staff provide children with nutritious snacks and talk to children and their parents about the benefits of eating well. Staff ensure children adopt good hygiene routines, such as regular handwashing. Staff provide children with access to fresh air and they encourage exercise. Children enjoy physical activities, such as climbing on the playground equipment, riding on wheeled vehicles, and playing games such as skittles. Children learn to manage their feelings and socialise well within the group. They enjoy helping staff and can share or take turns with some support. Staff find out about children's backgrounds, cultures and home lives. They promote tolerance, acceptance and respect.

Outcomes for children are good

All children progress well from where they started. This includes children in receipt of funded education and those who have special educational needs (SEN) and/or disabilities. Children are developing confidence and independence. They make choices about what they want to do and manage their self-care needs when they are ready. Children are developing good skills in communication and language. They respond to questions and are eager to share their thinking. Older children are developing well in literacy. For example, they enjoy reading stories and learning different letter sounds. They also enjoy making marks, drawing and writing using different materials.

Setting details

Unique reference number	EY469468
Local authority	Sutton
Inspection number	1069806
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	20
Number of children on roll	18
Name of registered person	London Borough of Sutton
Registered person unique reference number	RP520732
Date of previous inspection	25 June 2014
Telephone number	02087705787

Oaklings Pre-school registered in 2014. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The pre-school operates in term time only. Sessions are available Monday to Friday from 8.30am until 1.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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