

# Oakley Preschool

Oakley Combined School, Worminghall Road, Oakley, Aylesbury, Buckinghamshire,  
HP18 9QY



<b>Inspection date</b>	19 March 2018
Previous inspection date	27 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management team regularly evaluates the quality of the pre-school. They seek feedback from parents and other professionals to identify priorities for development. This contributes to their drive for continuous improvement.
- Staff nurture children's developing confidence and self-esteem well. For example, children take pride in sharing their favourite items from home with others and staff praise their achievements.
- Staff develop children's mathematical knowledge well. For example, they encourage younger children to recognise shapes and older children to do simple additions and learn mathematical language.
- Staff provide a safe and welcoming environment where children are valued and respected. The children form strong attachments to staff.
- Staff work well in partnership with professionals at other settings that children attend and ensure consistency in children's care and learning needs.

### It is not yet outstanding because:

- Staff do not consistently ensure that all parents are aware of their child's precise next steps in learning or use all opportunities to encourage all parents to share information about their child's current abilities and achievements at home.
- Although staff know their key children very well, not all staff are precisely aware of what other children need to learn next to maximise children's learning at every opportunity.

## What the setting needs to do to improve further

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

- enhance the good relationships with parents further to ensure that there is a two-way flow of information to consistently share children's precise next steps in learning and achievements at home
- develop strategies to ensure all staff consistently understand what children need to learn next to maximise children's learning at every opportunity.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussion with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are fully aware of current child protection issues. They are confident of the procedures to follow if there are concerns about a child's welfare. The management team implements thorough recruitment procedures to make sure staff are suitable to work with children. The manager closely monitors staff performance and supports them to develop their knowledge and skills. For example, staff use their training in language and interaction well to help children to develop curiosity and thinking skills. The manager closely monitors the development of individual and groups of children. She identifies any gaps in learning and puts a plan in place to address these. For example, staff now provide even more activities of interest to enhance literacy skills for boys. Parents praise staff for the loving attention given to their children.

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

Staff observe children as they play and provide a wide range of interesting resources that helps to stimulate children's learning. Children are motivated to learn and persevere to complete tasks. For example, they are curious and eagerly hunt for resources within their environment to complete their snowman. Children add small construction into their play dough activities and use their fingers to roll and manipulate play dough. This helps children to develop the small-muscle skills needed to later develop their ability to write. Staff place a strong emphasis on promoting children's language skills. For instance, they introduce children to words in context, such as encouraging them to describe the feel of the snow.

### Personal development, behaviour and welfare are good

Children behave well and show kindness to others. They are able to move around the room freely and eagerly engage with the variety of activities available to them. They are confident and ask for additional resources to add to their play. Children enjoy using the outside play area, where they explore the world around them. For example, they hunt for bugs and dig in the soil. They explore different textures, such as adding snow and ice into their play. Children benefit from healthy lunches from home or nutritious meals from the school that take into account their dietary requirements. Staff sit with children to provide support and encourage good eating habits.

### Outcomes for children are good

Children show good independence. For example, when they chose to go outside to play, they confidently put on their coats, hats and gloves. Children learn to link letters to the sounds that they represent and are beginning to write their own name. Children show good problem-solving skills and use cardboard boxes and tubes to create their own models. All children make good progress and they receive a range of opportunities to help prepare them for the next stages in their learning and for school.

## Setting details

<b>Unique reference number</b>	EY269261
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1070543
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Oakley Pre School Group Committee
<b>Registered person unique reference number</b>	RP521645
<b>Date of previous inspection</b>	27 November 2014
<b>Telephone number</b>	07791 226473

Oakley Pre-school is committee run and opened in 1966 on split sites in the village of Oakley. In 2008, the sites amalgamated and moved to accommodation within Oakley Combined Church of England School in Buckinghamshire. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. The pre-school is open five days a week in term time, between 8.30am to 3.30pm. The pre-school employs five staff, of whom three hold relevant childcare qualifications at level 3.

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