

Oasis Pre-School

Surbiton Hill Methodist Church, 39 Ewell Road, Surbiton, Surrey, KT6 6AF



Inspection date	4 May 2018
Previous inspection date	6 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently of a good standard. Staff are not all aware of children's next steps in their learning, which has an impact on the opportunities they provide through their teaching to extend and challenge children.
- Arrangements to monitor practice and to provide supervision to staff, including the identification of targeted training needs, are not sufficiently focused on improving the quality of teaching.
- Systems to monitor children's progress, including the different groups of children who attend, are not rigorous enough. Information about what children know and can do is not used effectively enough to ensure children make the best possible progress.
- Opportunities for all parents to be informed about children's next steps in their learning and how they can extend and support these at home have not been fully considered.

It has the following strengths

- Very good use is made of the indoor and outdoor environments. They are well resourced and inviting for children to make independent choices about where they play and what they do.
- Children are happy, settled and enjoy their time at pre-school. They are emotionally prepared for the next stage in their learning, including the move to school.
- Staff have a good knowledge of children's family circumstances, which informs their understanding of their key children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the systems to monitor practice so that weaknesses are identified and training is targeted to improve the quality of teaching, with particular regard to the promotion of children's understanding of sounds and letters 	05/10/2018
<ul style="list-style-type: none"> ■ introduce arrangements for the supervision of staff and use these discussions to identify learning priorities to strengthen their skills and knowledge and improve practice 	05/10/2018
<ul style="list-style-type: none"> ■ improve the arrangements to assess children's progress, including the progress made by different groups of children, so that all staff have an accurate understanding of what children need to learn next, can focus their teaching to support children making good progress, and identify and close any differences in children's achievements 	05/10/2018
<ul style="list-style-type: none"> ■ improve opportunities to share information with parents, with particular regard to the progress check at two years, so parents are clear what their child needs to learn next and how they can support this at home. 	05/10/2018

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outdoors.
- The inspector spoke with staff and children, where appropriate, at suitable times throughout the inspection.
- The inspector conducted a joint observation with the deputy manager during the morning session.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector looked at a range of documentation, including evidence of staff suitability and records of the progress children make.

Inspector

Rheanne Bernard

Inspection findings

Effectiveness of the leadership and management requires improvement

Although leaders are committed to improving the quality of the provision, arrangements for self-evaluation are not secure enough to ensure that weaknesses in teaching and assessment are identified or acted upon quickly enough. Staff know each other well and support one another. However, training is not sufficiently focused to ensure that gaps in teaching, particularly in terms of the promotion of children's early reading skills, and weaknesses in assessment arrangements are addressed. The arrangements for safeguarding are effective. A strong focus is placed on keeping children safe and all staff have a good understanding of whom to contact if they have any concerns relating to children's safety and well-being.

Quality of teaching, learning and assessment requires improvement

The weaknesses in assessment arrangements and identification of children's next steps in their learning mean that staff do not consistently challenge children sufficiently well in their play and through the activities they provide. Staff know what children enjoy playing with and interact positively with children. For example, staff build on children's interest in the animals, introducing the names of the baby animals and finding these to support children's learning. Staff help children make connections to earlier activities or events that have occurred. For example, when children are playing in the role-play area, staff listen to children's comments and ask children if the eggs they are making are like the chicken eggs they looked at earlier during the day.

Personal development, behaviour and welfare require improvement

At times, not all children are engaged in activities, which causes some disruption to those children who are involved. Children arrive confidently and separate from parents and carers happily. Staff have secure positive relationships with parents and give feedback about their children's day. However, arrangements to share information about children's next steps in learning and how to support these at home are not secure enough. Staff place a strong focus on supporting children to value one another. This helps to build good relationships between children and their friends and they negotiate playing well together.

Outcomes for children require improvement

Although children make progress, some do not achieve as well as they could because of the gaps in teaching and assessment. All children, however, are independent and confident in the setting. Younger children are familiar with the self-registration wall and happily register as part of their daily routine. Older children skilfully work out how to attach train pieces together to form the track. Children use their imagined ideas well and decide to make cakes from dough for their baker's shop. They count candles and compare ages working out who is the oldest before they start their celebrations.

Setting details

Unique reference number	EY269349
Local authority	Kingston upon Thames
Inspection number	1128847
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	2 - 5
Total number of places	25
Number of children on roll	45
Name of registered person	Oasis Preschool Ltd
Registered person unique reference number	RP906064
Date of previous inspection	6 July 2015
Telephone number	07771882134

Oasis Pre-School registered in September 2003. It operates from Surbiton Hill Methodist Church in Surbiton, Surrey. The pre-school is open from 9am to 4pm from Monday to Thursday and from 9am to 1pm on Friday, during term time only. The pre-school is funded to provide free early education for two-, three- and four-year-old children. The manager holds early years professional status, and five staff hold appropriate qualifications at level 2 and above.

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