

# Little Oaks Under 5's Pre-school



Community Centre, Pollards Oak Road, Hurst Green, Oxted, Surrey, RH8 0JE

## Inspection date

19 June 2018

Previous inspection date

7 December 2015

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

- The new manager is very reflective in her role and uses self-evaluation well to clearly identify areas for improvement and change. She understands the importance of seeking the views of staff, parents and the children.
- Partnerships with parents are strong. They feel valued and included in all aspects of their children's learning and achievements. Parents comment on the positive changes to the pre-school and the rich environment that the staff team provides.
- Children are engaged and confident in their learning. They display secure bonds with the staff and this helps them to build on their emotional development.
- Staff help children to explore in the outdoors to build on their sensory experiences and their knowledge of the wider world around them. For example, children investigate as they find items in the textured sand and look for insects with magnifying glasses.
- Staff support children's learning well. Children make good progress from their starting points, including those who receive funding and children who have special educational needs and/or disabilities.

### It is not yet outstanding because:

- The system for staff supervision does not provide highly focused feedback to help staff to build on their own reflective practice and skills.
- Occasionally, staff do not use effective questioning techniques to help children to use their developing critical-thinking skills in their responses.

## What the setting needs to do to improve further

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

- strengthen systems used for staff supervision to provide highly focused feedback to help staff to build on their own reflective practice and skills
- support staff further to develop more effective questioning techniques to help children to use their critical-thinking skills.

### Inspection activities

- The inspector had a tour of the pre-school and discussed the manager's use of self-evaluation and the current areas identified for improvement.
- The inspector spoke to the staff and children at appropriate times throughout the inspection. The inspector also spoke to parents and took their views and comments into account.
- The inspector sampled a range of documentation, including suitability checks, staff qualifications, policies and procedures and children's developmental records.
- The inspector discussed the arrangements for safeguarding of children at the pre-school, including staff knowledge and reporting procedures.
- The inspector observed the teaching and learning opportunities for children indoors and outdoors and the impact these have on their learning and development. She carried out a joint observation with the manager.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good awareness of how to identify potential signs of abuse and the procedures they would use to report a concern for a child's welfare. The manager places an importance on the professional development of the staff. For instance, recent safeguarding refresher training ensures that staff have the most up-to-date understanding. There are robust systems in place for the recruitment of staff. Risk assessments are adapted and reviewed to keep children safe and secure. The manager has high expectations for the children in her care. She effectively uses systems to precisely track and monitor their progress. The manager has worked well in achieving the recommendations from the last inspection. Staff now use all opportunities to support children to build on their mathematical language. For example, they talk about the estimated distance their car will travel as they run it down the long drainpipe and use a measuring tape to record and compare the distances.

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

Staff know children well. They use their good observations to adapt the resources and activities they provide. Staff help to build on children's early literacy skills. For instance, older children enjoy talking about the 'letter of week' and discussing the various items brought from home. Younger children enjoy making marks with water and brushes. Staff help children to become imaginative and build on their memory skills. For instance, children plan pretend journeys on their imaginary bus and discuss the things they are going to see. Staff help children to build on their small physical skills and problem solving. For example, they work out how to use the whisks in the water to make bubbles and foam.

### Personal development, behaviour and welfare are good

The key-person system is used well to continuously meet the needs of the children. Staff share information with other professionals who are involved with the care of the children, to provide a joined-up approach to their development. Staff continuously praise children for their efforts and achievements and this helps them to build a positive self-esteem. Staff are good role models who provide children with consistent explanations to help them learn about good behaviour and boundaries. Staff help children to learn and respect the similarities and differences in themselves and others.

### Outcomes for children are good

Children display a good understanding about caring for others. For instance, they use the stethoscopes to pretend to listen to the doll's heartbeat in the 'hospital' area. Children are building good friendships and social awareness. All children progress at a steady rate and are developing the skills for their future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	122724
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1126780
<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>	34
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Little Oaks Under Fives Committee
<b>Registered person unique reference number</b>	RP522803
<b>Date of previous inspection</b>	7 December 2015
<b>Telephone number</b>	01883 7161 45

Little Oaks Under 5's Pre-school registered in 1992. The pre-school is run by a committee. The pre-school is open from 9am to 3pm, during term time only, Monday to Friday. It also provides an early drop-off service from 8.30am with prior arrangement. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are seven members of staff who work directly with the children. Of these, one staff member holds a childcare qualification at level 6, one holds a qualification at level 4, three hold qualifications at level 3, and one staff member is qualified to level 2.

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