

Little Oaks Pre School

47 Wretton Road, Stoke Ferry, KING'S LYNN, Norfolk PE33 9QJ



Inspection date	5 November 2018
Previous inspection date	21 January 2015

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

The provision is good

- Staff provide an exceptionally rich and varied environment indoors and outdoors, which enables children to explore freely and make discoveries about the world around them. Children show a positive attitude to learning, are eager to join in activities and engage well. They are inquisitive and motivated to learn.
- Staff build exceptionally close partnerships with parents, helping them to be fully involved in all aspects of their children's learning and pre-school life. They provide parents with detailed information about children's next steps in learning, planned activities and ideas for activities to do at home to support children's progress further.
- Key persons monitor children's progress well and are quick to identify gaps in their development. They work closely with parents and other professionals, such as speech and language therapists, to implement focused plans and specific teaching methods, contributing to all children making good progress.
- Staff focus strongly on developing children's social skills. They are excellent role models and consistent in their approach to giving instructions, providing gentle reminders and offering an abundance of praise. Children's behaviour is exceptional. They kindly share toys and play cooperatively with each other without being prompted by staff.
- Children rapidly develop their independence. They confidently choose what they would like to do, move freely between indoors and outdoors, and select resources to add to their play. They are highly independent in their self-care. For example, washing their hands and serving themselves at mealtimes, and dressing for outdoor play.
- Management and staff are passionate about making a difference for children. They evaluate the quality of care and education they provide effectively. Changes implemented benefit children. For example, more robust systems to analyse children's progress have led to an increased focus on promoting their understanding of the world.

It is not yet outstanding because:

- Performance management arrangements do not focus precisely on how all staff can fully develop and raise aspects of their teaching to the highest level.

What the setting needs to do to improve further

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

- sharpen the focus on performance management so that all staff have more opportunities to build on their practice and drive the quality of teaching throughout the team to the highest level.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and chairperson of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff keep their knowledge up to date through training and are confident about their individual responsibilities to keep children safe and protected from harm. The management team implements clear policies and procedures to guide staff. Staff are fully aware of what to do should they have any concerns about children's welfare. Risk assessments and staff's close supervision ensure children play and learn in a safe environment. The management team uses thorough procedures to ensure the safe recruitment and ongoing suitability of staff. Staff are supported to attend training to increase their level of qualification, extend their knowledge and learn new skills. They are aware of the positive impact this has on their practice and outcomes for children.

Quality of teaching, learning and assessment is good

Staff know the children very well and assess their development rigorously. They plan a wide range of challenging and interesting activities and crafts, to progress children's learning that is targeted towards their individual learning goals. Staff are enthusiastic teachers and their enjoyment of working with children is evident in their interactions with them. For example, staff happily take a role in children's imaginary play when invited. Staff demonstrate skilful use of vocabulary and use questions well to develop and extend children's understanding, listening and speaking skills. For instance, children are encouraged to think about and describe the different features of leaves they choose for their artwork. Staff focus closely on promoting children's early mathematical learning. They use every opportunity to teach children to count and recognise numerals; compare size, shape and height; and explore concepts of capacity and weight.

Personal development, behaviour and welfare are good

The strong skills of the key persons significantly enhance children's social and emotional development. All children settle quickly as staff work closely with parents to gather essential information about children's individual needs, interests and family backgrounds to help early activity planning. Children are happy, confident and thrive in the pre-school. They benefit from secure attachments with staff, who are kind, caring and sensitive to their needs. Children's good health is promoted very well. Children enjoy the healthy snacks and meals provided that are meticulously planned to take account of any dietary needs or preferences. They learn to manage personal hygiene routines well, singing a rhyme while handwashing to remind them about germs. Children engage in vigorous physical activity every day. They confidently pedal tricycles, run, dance, climb and slide.

Outcomes for children are good

All children make good progress. They develop the skills that will help them prepare for school. Children have many opportunities to develop the small muscles in their hands in preparation for early writing. For example, they manipulate and mould dough, handle tools, such as crayons, with increasing control and ascribe meaning to the marks that they make. They show a keen interest in books, understand that print carries meaning and gain a good understanding of letters and sounds. They are creative and imaginative.

Setting details

Unique reference number	EY246821
Local authority	Norfolk
Inspection number	10059379
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	24
Number of children on roll	33
Name of registered person	Little Oaks Pre-School-Stoke Ferry Committee
Registered person unique reference number	RP907855
Date of previous inspection	21 January 2015
Telephone number	01366 502 150

Little Oaks Pre School registered in 1996 and is committee run. The pre-school opens Monday to Friday, during term time. Sessions are from 8.30am until 3.30pm. In addition, the pre-school offers a holiday club on Monday, Wednesday and Friday during the summer holidays. The pre-school employs four members of childcare staff, plus a cook. All childcare staff hold appropriate early years qualifications at level 2 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

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