

Oak Farm Pre-School

Chaucer Road, Farnborough, Hampshire GU14 8SS



Inspection date	31 October 2018
Previous inspection date	25 May 2016

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 actively promote children's independence skills. Children are eager to attempt tasks and they contribute well to discussions. All children make good levels of progress in their learning and are well equipped for the challenge of moving on to school.
- Staff provide plentiful opportunities for children to talk to others and to develop their speech, such as when they introduce new and exciting topics. Children are animated as they discuss anniversaries they celebrate in their own home.
- The manager deploys her staff team well across the setting and there is always a member of staff ready to offer children extra support when they need it.
- Children cooperate with others and work happily with their friends. Staff continually promote kind behaviour and remind children to be generous towards others. Children pass sharp tools, such as safety knives, sensibly to their peers so that they are able to take part in activities.
- Staff collaborate well with other professionals to support children's development. Staff promptly involve other agencies to access appropriate help, such as speech and language support. They follow advice about how they can assist children to meet the next steps in their development.

It is not yet outstanding because:

- The manager does not monitor whether all parents regularly access the pre-school's online learning system. She does not identify those parents who are not familiar with the system, to check if they would like information about their children's learning to be shared in a different way.

What the setting needs to do to improve further

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

- monitor parents' use of the online learning and development system more closely, to identify those who are less engaged in their child's learning and who might need to access their child's assessment information in a different way.

Inspection activities

- The inspector spoke to parents and asked their opinion about the quality of the provision.
- The inspector observed an adult-led group activity with the manager and they discussed the quality of the teaching.
- The inspector talked to staff about training they attend and how the manager supports them to fulfil their role.
- The inspector held a meeting with the senior management team and discussed the procedures they follow to recruit staff.
- The inspector accessed learning records of different children and spoke to staff about the progress children are making in their development.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear knowledge of how to escalate concerns they may have about children's welfare. For instance, they understand how to share information with other agencies if they have any worries about the behaviour of a colleague. Staff are vigilant and observant. They respond quickly to minimise any risks to children in the environment. Staff carefully record details of accidents and they share this information promptly with parents. The management team places a high priority on safe recruitment. Staff are subject to scrupulous vetting checks. They are also expected to share details of significant changes that might impact on their suitability to work with children. The management team is transparent about the steps parents should follow if they have any concerns about the quality of the provision. They display their complaints policy in a prominent place for parents to read. The manager sets targets to help her improve the quality of the provision and she documents the impact of changes. For example, staff have created a dedicated area for two-year-old children, who are now able to learn in a more relaxing space.

Quality of teaching, learning and assessment is good

Staff regularly evaluate the activities they provide to check that they are meeting the needs of children who attend the setting. They encourage children to continually add to resources and enhance their own play. Staff spontaneously teach children about shapes in their own environment. For example, they show children how to match the tread on their shoes to wet footprints on the balancing beam. Staff teach children about textures, such as when they provide a variety of resources, including salt and glitter, to make 'fireworks'. They demonstrate the concept of 'fast' and 'slow'. Children are quick to copy as they make large swirling marks to signify circular fireworks. Staff meticulously assess what children are able to do. They regularly adjust children's next steps to help them to make continuous progress in their learning.

Personal development, behaviour and welfare are good

Staff access a variety of training opportunities to support children's emotional well-being. For example, they have learned how to intervene and help children to calm down, as well as gaining strategies to persuade children to share their emotions. Staff provide children with good opportunities to access food they have never tasted before. Children comment on the texture and feel of fruit and vegetables. Staff teach children effective rules about how to keep themselves safe. For instance, they remind children how to safely use a knife to cut vegetables. Staff model physical activities well. For instance, they show children how to successfully play skipping games. Older children are confident to turn the rope and practise jumping.

Outcomes for children are good

Children identify numbers and dial digits on a telephone. They develop small-muscle skills, such as when they use small tools to remove pretend worms from a sticky tape spider's web. Children for whom the setting receives additional funding, catch up with the development of their peers. Children celebrate achievements and enhance their own learning. For example, they independently write familiar letters on the board.

Setting details

Unique reference number	109928
Local authority	Hampshire
Inspection number	10063280
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 - 4
Total number of places	26
Number of children on roll	26
Name of registered person	Oak Farm Community Pre-School Committee
Registered person unique reference number	RP517906
Date of previous inspection	25 May 2016
Telephone number	01252 373727

Oak Farm Pre-School registered in 2000. It is located on the same site as Samuel Cody Specialist Sports College in Farnborough, Hampshire. The pre-school opens Monday to Friday, during school term time, between 8.30am and 3.30pm. The pre-school receives funding to provide free early education for children aged two, three and four years. A team of six staff works with the children. The manager and another member of staff are qualified to degree level and two other members of staff hold a relevant level 3 childcare qualification.

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