

Oasis Pre-School

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



Inspection date	11 January 2019
Previous inspection date	4 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager effectively evaluates the provision and identifies areas that require development to strengthen the quality of teaching. For example, she has implemented regular staff supervision and effective systems to monitor staff practice and help improve the quality of teaching. Children make good progress from their starting points.
- Members of the staff team have developed and implemented effective systems to help them accurately identify children's next steps in learning, with parents' contributions. This enables them to be aware of what children need to learn. Overall, staff provide enjoyable opportunities that effectively extend and challenge children's learning. Children achieve positive outcomes.
- Staff create a warm and welcoming environment for children and their families, which helps children to feel safe. Staff are very vigilant. They are well deployed and complete thorough daily risk assessments to help ensure the premises are secure. Staff constantly supervise children and effectively promote their safety.
- Staff interact with children well and take the time to teach them good social skills. They are calm in their manner, listen well to children, offer praise and encouragement and are respectful. Children's behaviour is good.
- On occasions, staff do not organise some group activities to help children benefit as much as possible and enhance their learning experiences to an even higher level.
- At times, staff do not give younger children the time and opportunity to explore materials in order to extend their understanding and curiosity further.

What the setting needs to do to improve further

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

- provide stronger consistency in the way some group activities are organised to help all children benefit more from the learning experiences
- use opportunities as they arise to allow younger children to explore and develop their curiosity to an even greater level.

Inspection activities

- The inspector toured the building and viewed resources.
- The inspector observed staff interaction and children's play.
- The inspector carried out a joint observation with the deputy manager and discussed the quality of teaching.
- The inspector spoke to staff, parents and children to gain their views.
- The inspector examined records and documents, including children's files and staff records.

Inspector

Marvet Gayle

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding the actions to take if they are concerned about a child's welfare. All staff attend regular safeguarding training. Effective induction and recruitment procedures are in place to protect children. Staff are well deployed and work very well together. Daily conversations between staff and parents, along with regular developmental reviews and sharing records, help to keep parents well informed. There are regular staff team meetings, and one-to-one staff supervision has been successfully implemented to monitor and support staff practice. Managers promote the professional development and training needs of staff well. This helps to improve the quality of teaching and outcomes for children. Effective self-evaluation helps to plan for ongoing improvements to the quality of the provision. For example, staff have embedded an improved system to rigorously monitor the progress individuals and groups of children make. The manager has close links with outside professionals that enable her to get appropriate help when needed in order to make sure all children's needs are met.

Quality of teaching, learning and assessment is good

Staff have high expectations of the children. They participate in children's play, enabling them to extend and develop children's learning. Staff help children learn about the world around them. For example, they celebrate each other's cultures and provide resources that represent people's similarities, differences and professions. There is an effective key-person system and staff make regular observations of children. They use these well to develop a secure knowledge of children's abilities and interests, and plan precisely so that all children make good progress. Staff use a variety of methods to promote children's language. For example, they effectively use questions to encourage children to think and respond, and use pictures as prompts during some focus activities.

Personal development, behaviour and welfare are good

Staff settle children quickly from the onset. They successfully support children to be aware of the familiar routines, helping to make them feel comfortable and safe. Staff are very attentive to the children and encourage them to learn how to stay safe and to adopt a healthy lifestyle. For example, they provide opportunities for children to enjoy being physically active and are encouraged to adopt healthy eating habits. Staff effectively support children to understand hygiene practices and to be independent in caring for their personal needs. For example, children wash their hands before snacks without prompting and put their coat on with little help.

Outcomes for children are good

Children are self-motivated, confident and eager to explore and learn. They are sociable and confident. Children demonstrate their developing language as they talk happily with staff and their friends, and develop good physical coordination. Older children skilfully solve problems as they play. They have a good understanding of shapes and use their imagined ideas well as they work together to build a house. All children make good progress and develop the skills required for future learning, including school.

Setting details

Unique reference number	EY269349
Local authority	Kingston upon Thames
Inspection number	10084926
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	25
Number of children on roll	33
Name of registered person	Oasis Preschool Ltd
Registered person unique reference number	RP906064
Date of previous inspection	4 May 2018
Telephone number	07771882134

Oasis Pre-School registered in 2003. The pre-school operates from Surbiton Hill Methodist Church in Surbiton, Surrey. It is open from 9am to 4pm 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 four staff hold appropriate qualifications at level 2 and above.

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