

# Tiny Oaks Pre-School

C/O Oakridge Infant School, Oakridge Road, Basingstoke, Hampshire  
RG21 5RR



<b>Inspection date</b>	25 January 2019
Previous inspection date	23 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The managers are inspirational leaders. They evaluate the provision extremely well to identify and address areas for further development. Strong leadership and dedicated staff underpin a shared vision for delivering exceptional levels of care and learning for children.
- Staff have high expectations of children's achievements. The support for children who are in receipt of additional funding and those who have special educational needs and/or disabilities (SEND) is exceptional. The early intervention to close gaps in learning helps to ensure that all children make significant progress from their starting points.
- Staff model the correct pronunciation of words and strongly encourage eye contact. They listen with great interest to what children tell them and use highly effectively questioning which helps extend children's language skills superbly.
- Staff are extremely motivated and ensure that learning is lots of fun. Children show high levels of confidence in their surroundings and develop an extremely strong sense of belonging.
- Partnerships with parents are exemplary. Staff provide them with all the information and advice that they need to continue their child's learning at home. This leads to exceptionally successful outcomes for all children.
- Staff are vigilant to the individual needs of children. They stand back and allow them to approach challenges independently and offer support and encouragement to those who need it. Children are inquisitive learners and show an extremely positive attitude to learning new skills.

## What the setting needs to do to improve further

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

- continue to build on the already excellent opportunities for staff to enhance their professional development, so the practice of all staff continues to be outstanding.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held discussions with the managers, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The managers and staff team have an excellent knowledge of the signs of possible abuse and the procedures to follow if concerned about a child's safety or welfare. Staff are fully focused on the drive for exceptional quality and embrace new initiatives and research in the early years field. Managers focus training precisely on the needs of the children to help ensure staff are in the best position to support each child's development. This has significantly improved children's mathematical skills. The managers recognise the importance of continuing to enhance staff knowledge, skills and expertise even further. The views of parents are welcomed, leading to constant improvement. Recent improvements include introducing hot meals for the children. The managers track each child's learning meticulously. This ensures staff respond quickly if a child falls behind or requires further challenge. Partnership with other professionals is extremely strong. This encourages detailed information sharing and helps to ensure children receive consistent and targeted support.

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

Staff complete detailed assessments of children's progress. They are particularly strong at building on each child's existing skills and using their interests to extend their learning. Children show excellent imagination and thinking skills. For example, they construct guttering together and make predictions, such as where the water will flow. They explore volume, such as deciding how many buckets of water will fill up the water tray. Staff provide exceptional support for children to make decisions and work out solutions to problems. For example, children use trial and error and show great excitement when they discover how to open a cupboard in the garden. They ask staff for a key and when they recognise there is no keyhole, decide together how they might open the latch.

### Personal development, behaviour and welfare are outstanding

Children are extremely independent and learn to use equipment skilfully for their age. They learn how to manage risks and behave very responsibly. For example, all children understand the importance of wearing safety protection clothing. They learn to use real tools, such as hammers, nails and saws safely. Children have excellent opportunities to be physically active and take part in a wide range of highly exciting outdoor activities. For example, they fill up large buckets of water, negotiate their way down steps and transport them across the garden. Children show great curiosity and exceptional thinking, such as predicting which objects in the mud kitchen float in the water.

### Outcomes for children are outstanding

Children skilfully work out mathematical problems. For example, they show high levels of concentration, work out quantities and explore changing properties with great enthusiasm. Children are proud of their drawings and actively talk about the marks they make. They very confidently teach others new skills, such as how to play football. Children are exceptionally well prepared for their next stage in learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY221807
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10073064
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Tiny Oaks Pre-School Committee
<b>Registered person unique reference number</b>	RP520328
<b>Date of previous inspection</b>	23 March 2016
<b>Telephone number</b>	07786 346465

Tiny Oaks Pre-School registered in 2002. It is run by a voluntary committee of parents and carers. The pre-school is open during term time from Monday to Friday and offers flexible arrival times from 8am to 4pm. The pre-school receives funding to provide free early education to children aged three and four years. The pre-school employs eight members of staff. Of these, six hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status.

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