

Inspection date	7 February 2019
Previous inspection date	15 April 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff build exceptionally strong relationships with parents and encourage their involvement in their children's learning. Key-person relationships are highly effective and the staff know the children and their families extremely well. Staff talk to parents when they arrive to collect their children, and exchange good information about children's learning and care routines.
- Children's communication and language skills are developing well. Staff skilfully match the level of their communication to each individual child and provide the right level of support to further extend children's vocabulary and understanding. For example, staff repeat and model correct language for children to copy, in order to promote good social skills.
- Children are well prepared for their eventual move to school and make good progress in their learning and development. For example, staff use group times effectively to help older children begin to develop an understanding of different sounds and letters.
- Staff have regular opportunities for professional development. For example, they undertook a course about encouraging resilience and working in partnership with parents. This gave staff new ideas and strategies for dealing with a variety of family needs and issues as they arise.
- Management and staff have the highest expectations for themselves and every child. The manager monitors staff practice through regular supervision meetings and observations. They have excellent links with outside agencies and other professionals.
- Staff have a good understanding of how children learn through play and ask relevant questions. However, at times, staff overlook opportunities to extend children's thinking skills to higher levels and enable the children to explore and experiment for themselves.
- Children are happy and enjoy their time at the setting. They eagerly engage in a variety of planned activities. However, staff do not make the best use of opportunities to help promote children's independence skills, particularly during snack times.

What the setting needs to do to improve further

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

- maximise opportunities for children to increase their learning and to expand and explore their ideas further
- provide more opportunities to help children develop greater independence, particularly during snack times.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's records, policies and procedures.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector had a tour of the premises.

Inspector

Amanda Harrison

Inspection findings

Effectiveness of leadership and management is good

The manager is conscientious and enthusiastic. She shows a commitment to supporting staff in their roles and she reviews their practice regularly. Staff access training opportunities to help to extend their knowledge and acquire new skills in order to improve outcomes for children. Staff have established very effective working partnerships with other professionals. This collaborative approach helps to ensure all children make good progress. Safeguarding is effective. All staff have an excellent knowledge and understanding of safeguarding procedures and this underpins everything they do. They are constantly vigilant to keep children safe, and understand child protection procedures well. Parents speak very highly of the care and support their children receive.

Quality of teaching, learning and assessment is good

Staff organise the environment well so that children have opportunities to play with a wide range of toys and resources. Children choose what they would like to do, for example joining boxes together to build a junk rocket and confidently using scissors to cut paper. They engage well and show good concentration. Children explore how things feel, such as sand and other materials. Children use their imaginations well as they prepare for a 'hat party' in the home corner. Staff observe children at play to help monitor their progress and identify what the children need to learn next. Staff give a running commentary during activities and add words to support the children's developing language well.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They listen carefully to children, respecting their views and valuing their opinions. Children's social and emotional development are given the highest priority. From the youngest age, children quickly form very strong attachments to staff and the highly effective key-person system ensures that parents are fully supported in their child's development. For example, staff support and encourage children and parents during toilet training and the transition from nappies. Staff are extremely effective in promoting children's growing understanding of how to keep safe and healthy. Children are kind and caring towards each other and their behaviour is exemplary.

Outcomes for children are good

Children make good progress from their starting points. They are well prepared for their next stage in learning and develop the skills that will support them when they make the eventual move on to school. Children are confident and demonstrate positive attitudes to their play and learning. Younger children learn, with help from the staff, about the importance of sharing and taking turns in their play. Staff model good communication skills and repeat words for children to copy. Children show increasing control and develop good coordination and physical skills. They ride bicycles, negotiating obstacles and spaces effectively.

Setting details

Unique reference number	EY490059
Local authority	Surrey
Inspection number	10076500
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	7
Name of registered person	Oasis Childcare Centre Limited
Registered person unique reference number	RP526968
Date of previous inspection	15 April 2016
Telephone number	01932 887947

Oasis Childcare registered in its current setting in 2015, although it has been operating since 1996. It is located in Cobham, Surrey. The setting offers a community service, including sessions for funded children aged two years and family support. It is open each weekday morning from 9am until midday for funded sessions for children aged two, three and four years. It also offers a stay-and-play creche session for parents. The childcare service is open all year round. The majority of staff are qualified to levels 3 and 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

