

Oxted Pre-School

United Reformed Church Hall, Bluehouse Lane, Oxted, Surrey RH8 0AA



Inspection date	13 February 2019
Previous inspection date	12 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

This provision is good

- Staff teach children about early science effectively. For example, they discuss the weight of different handwash containers.
- The manager and staff have good partnerships with parents and share activities to help with children's continuing learning and development. For instance, staff shared activities to help children in developing their early writing skills.
- The manager regularly considers the views of staff, parents and children, to help her initiate improvements. For example, after evaluating the garden, staff created an area for children to play in and make dens.
- Children develop strong attachments both to staff and each other. Staff praise children and successfully build on their developing self-esteem.
- The manager and staff plan a variety of interesting and stimulating activities that motivate children to learn. Children make good progress from their starting points.
- The manager has a good relationship with other professionals. For instance, shared strategies, such as flash cards, have helped develop children's communication and language skills.
- The manager and staff do not consistently provide opportunities to strengthen older children's understanding of technology and how things work.
- The manager and staff have not yet fully developed the book area so children can read, rest and relax in comfort during the session.

What the setting needs to do to improve further

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

- strengthen older children's understanding of information technology
- improve the book area and make it more inviting for children to read, rest and relax in.

Inspection activities

- The inspector toured the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with the manager and staff about their practice and children's learning and development.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

The manager communicates effectively with schools and uses the same phonics program and the same techniques for children to learn how to do joined up writing. The manager and staff know what to do and who to contact if they have a concern about a child's welfare. Safeguarding is effective. The manager effectively supports staff and identifies any training needs, to develop their skills and knowledge. For example, after attending training, staff are better able to support children in recognising risks and making judgements for themselves. Since the last inspection, the manager has built on the ways she gathers information from parents about children's development, to help staff plan more precisely for children's individual needs. She has also improved the monitoring of the observation, assessment and planning process, to provide a more detailed picture of children's next steps in their individual learning.

Quality of teaching, learning and assessment is good

The manager and staff teach children about the world around us effectively. For example, they learn that worms live in the soil and eat leaves. They use a magnifying glass to explore bugs and grow things in their own growing area. They begin to learn about early mathematics during everyday activities, such as counting the worms they find. Staff know the children well and are able to adapt activities for children of different abilities successfully. For example, while reading a book staff use different tones and expression to keep the children interested. They model how to count with the younger children and older children begin to learn simple additions.

Personal development, behaviour and welfare are good

The manager and staff are good role models and children behave well. They are beginning to be aware of the needs of others. For example, children work together well, completing a number puzzle and praising each other's good work. Staff teach children to manage their own safety and risk effectively. This is evident when, during outdoor play, children are careful and aware of the risks of slipping or falling. The manager and staff challenge children's stereotypical views well. They discuss how boys and girls can be pilots, police officers, post workers, dancers, footballers or a doctor. They learn about diversity and the wider world effectively. Staff teach children that someone who looks after your teeth is called a dentist. They learn how too much sugar can cause cavities and know to brush their teeth to prevent this.

Outcomes for children are good

Children have lots of opportunities to practise their physical skills in unusual ways. For example, children roll tyres to each other in the outside area and participate in a yoga session. Children have good manners, for example, after saying 'thank you' they say 'you are welcome'. Children learn to listen well and have good concentration and are confident. They learn to be independent and pour their own drinks and choose their own snack. They identify their names on their cup and bowls and learn to sound out the letters. Children learn skills needed in preparation for their future learning.

Setting details

Unique reference number	122725
Local authority	Surrey
Inspection number	10066292
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Oxted Pre-School Committee
Registered person unique reference number	RP522799
Date of previous inspection	12 May 2016
Telephone number	07733289486

Oxted Pre-School registered in 1992. It is located in Oxted, Surrey. The pre-school is open Monday to Friday from 9.15am to 2.45pm term time only. There are seven staff; of whom, four hold relevant childcare qualifications to level 3 and three hold relevant childcare qualifications to level 2. The pre-school receives funding to provide free early years education for children aged two, three and four years.

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