

Little Oaks Pre School

Grounds of Stella Maris RC Primary School, Parkfield Road, Folkestone,
Kent CT19 5BY



Inspection date	3 April 2019
Previous inspection date	1 July 2015

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 successfully use observations and assessments to help them plan engaging activities that focus on children's next steps in learning. They incorporate children's interests into activities effectively, which helps motivate them to learn.
- The dedicated staff work well together. They carry out thorough risk assessments and closely supervise children throughout the day to maintain their safety.
- Partnerships with parents are good. Parents are informed regularly about their children's achievements and receive good guidance to support their learning at home. For instance, staff encourage parents to take books home to share with their children to help develop children's interest in literacy.
- Children have formed close relationships with the staff. They know the routines well and are very happy and content at the pre-school. The staff make good use of their knowledge of the children to help them to sensitively support each child's care and learning needs.
- Children have a wide range of opportunities to learn about their local community. For instance, they go on walks by the stream and visit one of the care homes in the area to sing songs with the residents.
- At times, staff do not make the most of experiences to help broaden younger children's mathematical knowledge, in particular, to increase their understanding of numbers, quantities and size.
- Staff do not develop fully the opportunities older children have to think for themselves to help extend their learning.

What the setting needs to do to improve further

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

- review and improve the opportunities younger children have to develop their mathematical knowledge and skills
- continue to help support staff to make the most of experiences that arise to challenge older children's thinking more deeply and express their knowledge and understanding.

Inspection activities

- The inspector observed the quality of teaching in all areas to assess the impact on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector discussed with the manager how she evaluates the provision and the plans they have to continue to develop the setting.
- The inspector spoke to staff, children and parents to obtain their views on the pre-school.
- The inspector sampled a range of relevant documentation, including children's assessment documents, staff qualification certificates, and safeguarding policies and procedures.

Inspector
Sara Garrity

Inspection findings

Effectiveness of leadership and management is good

The manager and staff have a clear understanding of their role in protecting children from harm. They are fully aware of what to do should they have any concerns about children's welfare. Safeguarding is effective. The providers make sure that staff have a good range of opportunities to continue their professional development. For example, staff attend training courses and visit other settings to share best practice. The manager monitors children's development and progress to help quickly identify any gaps in learning. Good use is made of additional funding to help ensure children receive any additional support needed. They have established strong links with early years professionals and schools to help meet children's individual needs and provide continuity of care and learning.

Quality of teaching, learning and assessment is good

Staff promote the development of children's speech and language skills. For example, they sensitively repeat words back so that children can hear them pronounced correctly. Staff make good use of circle time to help develop older children's listening and attention skills. For instance, children listened to their friends before taking their turn to say a new word that began with the letter of the week. Children are curious, motivated learners who are eager to join in with activities. For example, they investigate the feel of different textures as they make marks in a variety of materials, such as cornflour and shaving foam. This helps them to develop their interest in literacy as they explore different media.

Personal development, behaviour and welfare are good

Children's behaviour is good and appropriate for their age. Staff are positive role models who make effective use of praise to encourage children to have a go and develop a sense of achievement. Staff support children to learn about healthy lifestyles. They provide children with healthy snacks and encourage them to drink water throughout the day. Children have opportunities to develop their physical skills. For example, they can climb on the large play equipment to develop their strength and coordination. Children have space to run around and interact with their friends as they explore the many exciting play activities on offer in the constantly evolving outside area.

Outcomes for children are good

Children, including those with special educational needs and/or disabilities (SEND), make good progress. They are confident and keen to develop their skills. For instance, younger children learn how to use scissors, while older children enjoy making shapes in the ice with a hammer. Children develop the skills they need for their future learning and move to school. For example, older children practise getting changed into their shorts and T-shirts before playing games in the hall. They are proud of their achievements and eager to show staff how quickly they can change back in to their pre-school clothes. Children are kind to their friends and are learning to share. For instance, they take turns to pour sprinkles onto the top of shaving foam ice cream cones they have made.

Setting details

Unique reference number	EY364356
Local authority	Kent
Inspection number	10063790
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	36
Number of children on roll	60
Name of registered person	Little Oaks Early Years Limited
Registered person unique reference number	RP519609
Date of previous inspection	1 July 2015
Telephone number	01303 850205

Little Oaks Pre School is one of six settings run by Little Oaks Early Years Limited. It registered in 2008 and operates from a mobile unit in the grounds of Stella Maris Catholic Primary School in Folkestone, Kent. The provider employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. One member of staff and both providers hold early years professional status. The pre-school is open from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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