

# Inspection of The Oaks Creche and Pre-School MMC Ltd

The Oaks Childrens Centre, Wordsworth, Great Hollands, Bracknell RG12 8QN

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Inspection date: 14 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Staff are exceptionally caring towards the children. Before children start in the setting, the manager and a member of staff visit them in their own homes. This helps children get to know staff in their own familiar environment. Children arrive at the setting with enthusiasm and are warmly welcomed. The long-standing staff have developed excellent bonds with children. They are kind and respectful in their interactions.

Children are curious learners. They enjoy using their senses, for example, as they delight in mixing ingredients to make malleable dough and cornflour with water to make 'gloop'. Children excitedly make marks in the mixture, using their fingers. They identify shapes and begin to scribe the initials of their names. They are extremely proud of their achievements.

Children enjoy being outside where they have extensive opportunities for active play. Staff closely supervise children, for instance, when they use physical play equipment in the setting's extensive outdoor play areas. Children quickly become self-reliant and need little support with these activities.

Children develop their social skills well during relaxed snack times and mealtimes, where they happily talk with their friends and staff. They discuss the foods they like and the events of the day. Children learn good self-care skills as they prepare their own fruit, pour their own drinks and clear away their plates. This helps to develop their personal independence, so they are well prepared for their move on to school.

### What does the early years setting do well and what does it need to do better?

- The manager, who is also the provider, leads her team with dedication and commitment. She is passionate and inspires others to achieve. Team morale is good and staff comment how well supported they feel. Staff well-being is given high regard and work-life balance is continually reviewed. Staff mood contributes to the friendly home-from-home service they offer families and children.
- Children arrive happy and excited at the inviting and well-equipped setting. They settle quickly and engage well in the activities on offer. There is a strong sense of community and links to the host school.
- There is extensive support and encouragement for children who are new to the setting. Staff appreciate that parents need time to adjust to leaving their children for the first time. This sensitive and considerate approach helps children to quickly settle and establish close bonds with their key carer.
- Children are helped to learn about the importance of good hygiene routines. They are encouraged to manage their personal hygiene needs relevant to their

age and stage of development.

- The setting celebrates the richly diverse cultures of children and their families. Parents are encouraged to share their traditions and beliefs with the staff and children. Children's home languages are integrated into the nursery routine as children learn key phrases. This helps children to understand similarities and differences and gain an understanding of the wider world.
- Children with special educational needs and/or disabilities (SEND) make good progress. They are very settled and fully included in activities with their friends. Planning uses advice and guidance from supporting professionals. Quieter environments are used effectively to enable children to focus on their learning and develop and their concentration. For example, staff have created a specially adapted sensory area to meet the needs of children with sensory impairment. The quiet environment enables the children to concentrate on tasks for longer. Support and intervention for children with SEND is a key strength at this setting.
- Staff gain detailed information from parents about what their child can already do when they first start. Parents appreciate suggestions from their child's key carer about how to continue their child's learning at home, for example learning to count by using songs and rhymes.
- Overall, children's communication and language skills are promoted well. Staff provide a dialogue of what they are doing when they engage with younger children. They also hold lots of discussions with older children. However, staff do not consistently give children enough time to talk and to think things through, so that they can express their own knowledge and thoughts.
- Key carers observe, plan and review children's learning and development. However, methods for identifying children's next steps in learning clearly are not constantly precise enough to achieve the best outcomes.

## Safeguarding

The arrangements for safeguarding are effective.

The manager follows robust and effective recruitment and selection procedures to help ensure that those working with children are suitable to do so. She implements a regular programme of supervision and appraisal for all staff to manage their performance, foster a culture of mutual support and safeguard children. The manager and staff understand their responsibilities to report and manage child protection concerns. They have a good awareness of the indicators of abuse and are confident about the process to follow if they were concerned about a child. Staff complete regular training to ensure they are aware of the wider issues of safeguarding, such as being aware of children who may be at risk of radicalisation or extremism.

## What does the setting need to do to improve?

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

- use questioning more effectively to expand on children's experiences and know when to stand back and allow children to consolidate their learning
- enhance the planning for children's next steps in learning to ensure they are more finely tuned to suit the individual needs of each child.

## Setting details

<b>Unique reference number</b>	EY463813
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10108857
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	The Oaks Creche and Pre-School MMC Ltd
<b>Registered person unique reference number</b>	RP532682
<b>Telephone number</b>	07919987654
<b>Date of previous inspection</b>	27 November 2013

## Information about this early years setting

The Oaks Creche and Pre-School MMC Ltd registered in 2008. The pre-school is situated in the Oaks Children's Centre in Bracknell, Berkshire. It is open on Monday to Friday during term times. Sessions are from 9.15am until 12.15pm, and from 12.30pm until 3.30pm. Children can also attend for the full day from 9.15am until 3.30pm. The pre-school receives funding to provide free early education for children aged two, three and four years. There are six staff members working with the children at the pre-school. Of these, five members of staff are qualified and the manager holds a relevant childcare qualification at level 5.

## Information about this inspection

**Inspector**  
Chris Lamey

## 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 checked evidence of all staff suitability to work with children. She also checked a sample of policies and procedures in addition to evidence of staff qualifications.
- Parents held discussions with the inspector about their views and opinions of the nursery. The inspector also spoke to the manager and staff, and interacted with children at various times throughout the inspection. She considered all their views when evaluating what it is like to be a child attending the setting.
- The inspector and the manager completed a walk around the nursery and discussed the manager's plans and reasoning for the early years curriculum.
- The manager and inspector completed a joint observation together and reviewed the teaching and learning observed.

We carried out this inspection 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.

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