

Inspection of Oakfield Pre School

Oakfield CE (Aided) Primary School, Appley Road, Ryde, Isle of Wight PO33 1NE

Inspection date: 25 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The managers and staff have created a vibrant and inviting environment. Parents and children are warmly welcomed at the start of the session by staff. Children have fun and really enjoy their time at the pre-school as they engage in the broad range of well set-up activities. For instance, children focus as they independently cut up fruit to put on their pancakes, while other children look with interest at tadpoles and learn about their life cycle. Staff have high expectations and all children make good progress. Children explore and develop a can-do attitude. For example, children determine how best to stack wooden blocks, bouncing back to rebuild them as they fall over. They show good persistence. Children thoroughly enjoy their time in the garden, which promotes their health and well-being. They enjoy fresh air and physical exercise. Children beam with delight as they whizz around on their bikes and balance on their scooters. Other children concentrate well as they make marks with the chinks and develop their grasp of tools. In addition, the manager seeks new opportunities to enrich the curriculum. For instance, children make cards and visit the local nursing home, which broadens their understanding of the local community. Staff work effectively with the Reception teachers of the on-site school, which most children attend. For example, children enjoy sharing their Christmas nativities with each other and visiting the school Reception class. This allows children to spend time in the school and aids the smooth transition when it happens.

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

- The managers use feedback from parents and staff to identify further improvements to the setting. They are keen to adapt what they do to ensure children benefit from good learning experiences. For instance, they have been using their knowledge of 'communication-friendly spaces' to enhance the book corner. They have created a cosy area, which helps to encourage children to develop their language skills even further.
- The managers are very mindful of how to support children and their families. As a result, they have implemented home learning bags to support specific skills. For instance, they provide a lending library to promote access to books and free clothing to ensure all children can access the garden space when it is cold. Consequently, this helps to ensure all children can have the same opportunities to learn.
- The managers use the early years pupil premium funding effectively to broaden the experiences available to children. For instance, they have developed 'growing areas' to support children's understanding of the world, where children grow vegetables such as potatoes to make soup. In addition, this widens the experiences on offer outside for those children who prefer to learn outdoors.
- Children's literacy skills are promoted well. They listen well as they join in with

stories and delight in using pom-poms to move to action songs. Furthermore, recent training on engaging boys in writing has prompted the proactive managers to adapt practice. For example, boys engage in water painting by using rollers to make marks on the wall, which develops their hand dexterity. As a result, more boys are starting to show an interest in writing.

- Overall, behaviour is good. Staff act as positive role models and children are kind and caring. However, staff do not consistently use strategies to support children to clearly understand the type of behaviour that is expected of them and how their actions can affect others.
- The key-person system is well established, and children form strong relationships with the caring team. Children quickly settle and are happy and content. Key persons know their children very well and plan individual activities to support their next steps for learning. There are good systems in place to share information with parents about their child's development, including an online learning journal and parents' meetings.
- The enthusiastic special educational needs coordinator uses her very good knowledge effectively to create strategies for the individual child. For example, she implements one-to-one 'quiet time', to support children to learn how to manage their own feelings and refocus in their learning.
- Staff are quick to engage with children. They sit alongside them, model language well and teach children new words, such as 'aquarium'. However, staff do not always seek ways to further extend activities in order to offer challenge and build on what children already know and can do.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have effective knowledge and understanding of the signs and symptoms that may indicate that a child is at risk of abuse. They are clear of the local procedures to follow should they have concerns regarding the welfare of a child. Managers regularly check staff's knowledge, such as through weekly safeguarding questions. They are knowledgeable of issues surrounding mental health and how this may affect children's care. Managers ensure that staff are suitable for their roles by carrying out thorough background checks and implementing an induction process.

What does the setting need to do to improve?

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

- enhance the opportunities to further challenge and extend children's learning to build more sharply on what they already know and can do
- support staff to develop successful behaviour management strategies to further promote positive behaviour.

Setting details

Unique reference number	EY429962
Local authority	Isle of Wight
Inspection number	10071629
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	3 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	KNL Childcare Ltd
Registered person unique reference number	RP902201
Telephone number	01983564030
Date of previous inspection	8 October 2015

Information about this early years setting

Oakfield Pre School registered in 2011 and operates from Oakfield Primary School, in Ryde, on the Isle of Wight. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications. The pre-school opens from Monday to Friday all year round, except for two weeks over Christmas and New Year and all public holidays. Sessions are from 8.50am until 5.30pm. The after-school provision runs from Monday to Friday during school term time. Sessions are from 3pm until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Adam Hawes

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- Discussions were held with the manager, staff and parents.
- The inspector reviewed relevant statutory documentation, staff qualifications and policies used by the setting.
- A joint observation of a story session was carried out by the inspector and the deputy manager.
- During a learning walk, the manager discussed with the inspector how the early years provision is organised and how she plans the curriculum and experiences for children.

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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