

Inspection of The Oakwood Pre School

St. Marys Church Hall, High Road, Langdon Hills, Basildon, Essex SS16 6HG

Inspection date:

31 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are not always sufficiently challenged to extend their learning and build on what they already know. For example, staff do not consider potential learning opportunities or provide resources to broaden learning when planning the curriculum. Children are busy and are keen to have a go at activities provided. They are initially interested and engage but quickly lose interest and move on to something else. Staff do not ensure the activities provided have a sharp focus on what the children need to learn next, which has an impact on their progress. For example, children enjoy washing the dolls in the water play. They know to wrap the babies in towels and dry them. However, the lack of resources means children leave the activity. Children are not taught or encouraged to wear aprons, therefore, play is interrupted as they leave to get changed.

Despite this, children arrive happy and eager to learn. They are confident and settle quickly. They have established close bonds with the staff who know them well. Staff are welcoming, caring, and attentive toward the children, and offer cuddles and reassurance when needed. Children are polite, behave well and show kindness towards each other. For example, they are excited to make Easter cards for their friends.

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

- Managers and staff plan activities based on themes and children's interests, but do not have a clear intent of what they want individual children to learn. Therefore, although children enjoy activities, these are not always challenging enough. Staff do not help all children to build on the key skills that they need to learn next. For example, opportunities for children to be creative, make marks and practise early writing skills are limited. There is a lack of writing materials within the children's activities. Children are not routinely encouraged to write their own names on their work. Creative activities are led by staff and children are offered printed work sheets or have pictures drawn for them rather than be encouraged to have a go for themselves.
- Children benefit from, and delight in, their time outdoors. They have fun in the fresh air, where they develop their physical skills. Children show skill in using the climbing apparatus and balance beams and are praised for their achievements. Staff fully support children to ensure they are safe. Children know the rules of the garden, take turns, and wait. They potter and make dinner in the role-play area.
- Children enjoy the interactive 'jolly phonics' session. They are familiar with the content and come together in a large group. They sit comfortably, concentrate, listen intently and sing along.
- Children who require additional support or children with special educational

needs and/or disabilities are supported well. The special educational needs coordinator is very knowledgeable about her role. She has a good understanding of the individual needs of the children and how to best support these. Positive partnerships have been established with parents and outside agencies to ensure children achieve the best possible outcomes.

- Partnerships with parents are good, overall. Parents speak very positively about their child's time at pre-school. Many are very happy and grateful about every aspect of care their children receive. Parents are complimentary about the staff and comment how quickly their children settle. They comment that their child's individual needs are supported extremely well and are happy with their progress. However, some comments suggest communication regarding children's learning could be strengthened.
- The management team do not use staff supervision and performance monitoring systems effectively. Weaknesses in practice are not identified and actioned swiftly. As a result, not all staff have the best knowledge and understanding of how to provide children with rich learning opportunities and challenges to extend their learning. This has an impact on the progress children make.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their roles and responsibilities to keep children safe. They are clear about the procedure to follow, should they have a concern regarding a child's well-being. All staff complete safeguarding training, which includes wider aspects of child protection. They are aware of possible signs and behaviours that may indicate that a child is at risk. Staff demonstrate a secure knowledge of the process to report any concerns to protect children's welfare. Staff complete risk assessments to ensure children play in a safe and secure environment. Children are closely supervised to ensure they remain safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop the curriculum to ensure it clearly identifies what it is that children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	05/10/2022

ensure that the supervision and monitoring of staff practice is effective in providing coaching, guidance, and professional development opportunities to raise the quality of teaching to a consistently good level.	05/10/2022
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To further improve the quality of the early years provision, the provider should:

- provide a wider variety of resources and opportunities to motivate children to practise making marks as part of early writing
- provide information that helps parents know what their children are learning and how to support their child's development at home.

Setting details

Unique reference number	2530535
Local authority	Essex
Inspection number	10208446
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	44
Name of registered person	Trotter, Taryn
Registered person unique reference number	2530534
Telephone number	07902902632
Date of previous inspection	Not applicable

Information about this early years setting

The Oakwood Pre School was registered in 2019. It employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. The pre-school opens from 9am until 3pm Monday to Thursday and 9am until 11.45am on Friday, during term time only. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the pre-school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The deputy manager showed the inspector around the areas that children access. They discussed how staff organise the pre-school and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the pre-school deputy manager.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at a sample of the pre-school's documents. This included evidence about staff suitability and training.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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