

Inspection of Oakey Dokeys Pre-School Limited

All Saints C of E Primary School, Beaumont Road, Great Oakley, HARWICH, Essex
CO12 5BA

Inspection date: 11 July 2022

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

The provision is good

Children grow into confident and curious learners in this warm and welcoming community pre-school. They show that they feel safe and secure as they play with interested staff and chat with their friends. Children explore independently for long periods of time, and staff understand the importance of letting them follow their own interests and ideas. Children become deeply engrossed in their learning, and staff gently encourage and extend children's ideas through joining in children's play.

Staff are excellent role models for children's good behaviour. Children learn to be cooperative, kind and helpful. They thoroughly enjoy the responsibilities that they have for clearing away after snack time and feeding the guinea pig. Staff provide children with the support that they need to learn how to take turns and play cooperatively. When children struggle they offer gentle support and praise when children succeed. Children learn that they are part of a wider community as they help the local farmer to plant trees and visit members of the community who may be lonely. When children need additional support to thrive, staff work collaboratively with other agencies and parents. Consequently, children with special educational needs and/or disabilities thrive, and all children make progress in their learning and development.

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

- Staff plan interesting and engaging activities for children. These develop over time so that children can cement and build on what they have learned. For instance, children feed the birds in the charming outdoor area. They learn to use binoculars to observe the birds feeding. Staff enhance this by turning a shed into a birdwatching hide which children access independently. Children regularly revisit and incorporate what they have learned into future experiences. They learn more and remember more about the topics they have covered over time.
- Leaders and managers have adopted a curriculum designed to teach children how to care for the world around them. Children learn to separate their food waste into what can be composted and recycled. Staff provide many opportunities for children to recycle food waste, observe nature and grow plants and vegetables that they take to the local show. Children have extensive opportunities to become responsible citizens and learn to care for the world around them.
- Staff read to children regularly and use books and stories to engage children's imaginations. For example, they provide a range of themed activities linked to children's favourite books. Children begin to learn that books can spark imaginations and suggest adventures that enhance their explorations.
- Staff take the time to get to know the children and their families well. They

listen with great interest to children's stories about their families and adventures. Children who are slower to speak, learn that staff will always respond to both their words and their non-verbal communication. Children are motivated communicators, as their contributions are always respected. They are well prepared to cope with transitions to the next stages in their learning.

- Parents are extremely pleased with the experiences that their children have at the pre-school. They say that their children are very happy and they value the nurturing, community ethos staff provide. Since the COVID-19 pandemic, parents no longer come into the pre-school to drop off or collect their children. Staff share information with families when they hand over children at the gate. They use electronic communication, such as social media, to provide information about children's experiences at the pre-school. However, not all parents are clear about the next steps in their children's learning. They do not receive specific information about how to extend their children's learning at home. This means that there is not always a joined up approach to children's learning and development. Therefore, some children do not make the best possible progress.
- Leaders and managers provide staff with a range of monitoring, supervision and guidance. This is not yet fully developed. Consequently, leaders and managers do not always identify opportunities to raise the quality of teaching to the highest possible level.

Safeguarding

The arrangements for safeguarding are effective.

Staff take their duties to safeguard children very seriously. All staff receive regular safeguarding training. They can clearly explain what would cause them to be concerned about a child in their care. They know how to report concerns to the designated safeguarding leads and are clear about how, and when, to escalate these to the wider local safeguarding partnership. Staff understand the need to report any concerns about a colleague. Leaders and managers implement robust recruitment processes and all staff receive an induction that covers their safeguarding responsibilities. Leaders and managers regularly review staff's continued suitability to work with children.

What does the setting need to do to improve?

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

- build on the good partnerships with parents to ensure that all parents receive more frequent and specific guidance on how to support their children's home learning
- develop systems for monitoring and supervision of staff further so that they receive the guidance they need to raise teaching to the highest standard.

Setting details

Unique reference number	EY462559
Local authority	Essex
Inspection number	10127340
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare 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	43
Name of registered person	Oakey Dokeys Pre-School Limited
Registered person unique reference number	RP903463
Telephone number	01255 880880
Date of previous inspection	24 September 2013

Information about this early years setting

Oakey Dokeys Pre-School Limited re-registered in 2013. It is situated in the grounds of All Saints C of E Primary School in Great Oakley, Harwich and is managed by a committee. The pre-school is open Monday and Friday, from 8.45am until 12.30pm, and Tuesday, Wednesday and Thursday, from 8.45am until 3.30pm. The pre-school employs eight members of staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 5. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation.

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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