

Inspection of The Oakwood Pre School

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

Inspection date: 12 January 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show great enthusiasm to learn. They arrive excitedly, are happy and leave their parents with ease. They are warmly welcomed by the nurturing and caring staff. They have established close bonds with their key persons and settle quickly to a chosen, well-presented activity. Children move around with confidence. The pre-school is very child-friendly and welcoming. Children find their name and self-register on entry. This creates a sense of belonging, while supporting recognition that print has meaning. There is a calm and happy atmosphere throughout. Children can play uninterrupted and are fully supported by the attentive staff, who know the children well. For example, they are gently reminded it is snack time but are able to continue with their work until they are ready.

Children's interests are promoted well. For example, children who express interest in and curiosity about hedgehogs can create their own through a variety of art resources. They investigate natural materials in trays, using magnifying glasses to find bugs to feed the hedgehog. Children who show fascination with pouring drinks at snack time are fully supported as they are encouraged to pour at the water tray. They show sustained concentration as they master the skill of filling jugs with precision. They enjoy the praise they receive for their efforts.

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

- Children make good progress in their learning. They benefit from a broad curriculum that covers all areas of learning. Children can initiate their own learning through the well-planned and organised environment. Staff follow the children's interests effectively when planning activities. They use initial assessments well to ensure that they know what the children need to learn next and fully support children to develop the skills they need for successful future learning. Quality resources are easily accessible to enable children to make choices and select what they need.
- The manager and her team have made significant improvements to make the required changes since the last inspection. They have engaged effectively, and worked in partnership, with the local authority. The manager demonstrates her commitment to improve and has high expectations for staff, and the children attending. She recognises the importance of on-going training and the impact this has on promoting positive outcomes for children. Staff are supported through training, supervisions and appraisals, and the manager has positive engagement with her team. Their well-being is considered and staff comment that they enjoy their work and feel valued.
- Parents are very positive in their comments about the pre-school. They comment that they feel assured their children are safe, happy, and progressing well. They speak about the positive relationships they have with staff, and the good

communication and support their children receive. They welcome the termly craft mornings where they can experience activities for themselves, meet with their child's key person and discuss the children's progress. Parents discuss how well the 'amazing' staff know their children.

- Children's communication skills are progressing well. Children are confident speakers and ask lots of questions. This includes children who speak English as an additional language. They happily engage in conversations with visitors to the pre-school. The environment is rich in text and staff engage children in meaningful conversations. However, on occasions, staff do not always challenge children's thinking and vocabulary further, and often provide answers for them.
- The quality of education is good, and all children make good progress, including children who require additional support. Children who require additional help receive very good care and attention. The pre-school is fully inclusive, and activities are planned to ensure that all children can participate and to support their individual needs. Staff have positive interactions with children, and children are spoken to with respect. Children understand the expectations and their behaviour is good.
- Children enjoy group story time. They can access a comfortable, cosy book area and enjoy books for pleasure. However, there are too few opportunities for children to use books for reference during activities to inspire further interest in books.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is a priority and is fully protected. They are cared for by a team of staff who have a secure understanding of how to protect children's well-being. A thorough recruitment process ensures that staff looking after the children are suitable to do so. Staff ensure that their knowledge and practice is updated through regular, on-going training. This includes the wider aspects of child protection. Staff have a sound knowledge of possible signs and behaviours that may cause concern. They confidently demonstrate their understanding of how to report any concerns and the procedure to follow. Children are taught how to stay safe through well-planned activities and learn how to manage risk, safely supported by staff.

What does the setting need to do to improve?

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

- provide further challenge for children during group activities to enable them to express and elaborate their thoughts
- plan and provide more opportunities for children to expand their enjoyment of books and include books for reference.

Setting details

Unique reference number	2530535
Local authority	Essex
Inspection number	10238093
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	32
Name of registered person	Trotter, Taryn
Registered person unique reference number	2530534
Telephone number	07902902632
Date of previous inspection	31 March 2022

Information about this early years setting

The Oakwood Pre School registered in 2019. It employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. 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

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities indoors and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with staff at appropriate times during the inspection.
- Parents spoke to the inspector about their views of the pre-school.
- A meeting was held between the inspector and the manager.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff members.

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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