

# Inspection of The Oaks Pre School and Out of School Club

Rear of St Paul's C OF E Primary School, Warton, Preston PR4 1DD

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Inspection date:

19 October 2023

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## **Overall effectiveness**

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## **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

Requires improvement

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

### The provision requires improvement

Since the last inspection, leaders have taken some action to make improvements to the quality of education. However, there are still inconsistencies in the implementation of the curriculum and the setting's policies. This means that the progress that children make in their development is variable.

Staff are not always organised or clear in their expectations at transition times. Children, at times, are unsure about what is happening now and what will happen next. This causes children to become frustrated. Furthermore, it causes disruption to group activities as children join and leave at different times. However, staff do support children calmly to manage their emotions. They offer frequent reassurance and cuddles. Staff model good manners and children remember the expectations as they play alongside their friends. Children gently remind each other to 'say thank you'.

Children enter this small, welcoming setting eagerly. They have formed close relationships with each other and the caring staff, who offer lots of nurture. Children smile and wave at their friends as they sing the 'hello song'. Children use their imagination as they make 'cakes' in the sand and offer them to staff. They explore paint and talk proudly about their creations as they paint a 'swimming pool'. Children are eager learners who concentrate and engage in activities of their choosing.

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

- Leaders have provided staff with supervisions and training to help them to consider children's individual needs when planning activities. However, monitoring and evaluation sometimes lack rigour meaning that some staff need further support and guidance. As a result, the implementation of the intended curriculum remains variable and it is not ambitious in the delivery. For example, staff do not consistently encourage children to do things for themselves. At mealtimes, some children are given lidded cups when they can use open cups. Staff do not encourage children to have a go at putting on their own coats, and this results in them quickly giving up when tasks become difficult.
- Since the last inspection, leaders have revisited their assessment systems. They have provided training to support staff to have a better understanding of how to undertake accurate assessments of children's learning. However, these systems are not fully embedded. For example, staff do not always gather robust enough information about children's experiences and information from other settings where they have attended. Consequently, children do not always experience continuity in learning.
- The implementation of the curriculum for communication and language is

variable. At times, the songs staff sing with children are very fast and some children struggle to keep up with the words. Furthermore, some staff do not use accurate English to model language to children. This means that, although some progress is made, children do not always make the progress of which they are capable. However, staff do engage in conversations with children and give commentary to their play. They provide singing opportunities and children attempt to join in with the words and actions. This helps introduce children to new words.

- Staff provide children with some opportunities to gain experience about healthy lifestyles. They independently wash their hands and proudly say to staff, 'look they are nice and clean now!' Children cover their mouths as they cough, reducing the risk of cross-infection. Staff provide healthy snacks and have spoken to parents about the importance of providing healthy lunch boxes. However, at times, staff do not act as positive role models as they drink high-sugar, fizzy drinks in front of children. This does not support children to learn important healthy habits through good role modelling.
- Leaders have taken action to ensure staff are able to support children's early literacy skills well. Staff support children to tune into sounds they hear. Children make predictions as to what they think the sound may be. Staff encourage a love of books. When children show an interest in spiders, they show children books about spiders. Children flock around to learn more facts. These experiences help children to understand that information can be found in books.
- Staff support children to understand early mathematical concepts through everyday play. As children explore water and sand, staff introduce language of number and capacity as they scoop in sand. Children remember previous learning as they describe objects, such as a 'big stone' and a 'smaller stick'. They use the sticks they collect outside to make shapes, such as a triangle. Children develop a positive attitude and interest in mathematics and make good progress in this area of their learning.
- Staff identify when children may benefit from additional help in their learning. They have formed good links with other agencies to support children with special educational needs and/or disabilities (SEND). Children with SEND have tailored plans in place that support them to work towards specific next steps in learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They complete training to keep their safeguarding knowledge up to date. Staff confidently discuss the procedures for child protection and know how to report any concerns about children's welfare or the conduct of a colleague. Children are encouraged to learn how to stay safe. For example, they know that they need to be careful not to slip on the wet steps outside when it has been raining. Staff talk to children about the importance of cutting up grapes as they are a choking hazard.

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

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

	Due date
ensure that evaluation of the provision and practice is rigorous in identifying how weaknesses will be addressed and continuous improvement to the implementation of the curriculum will be achieved.	16/11/2023

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

- further embed the arrangements for supervision and coaching of staff to help secure the curriculum and to raise the quality of education to a consistently good level
- review the organisation of group activities and daily routines, to support children to understand the expectations and to ensure all children benefit from these experiences
- gather more detailed information from parents and other settings to further inform the initial assessment and planning of learning from the outset.

## Setting details

<b>Unique reference number</b>	EY477425
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10267262
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Shortys Ltd
<b>Registered person unique reference number</b>	RP531318
<b>Telephone number</b>	07815930160 /07935839316
<b>Date of previous inspection</b>	15 November 2022

## Information about this early years setting

The Oaks Pre School and Out of School Club registered in 2014 and is situated in Warton, Preston. It operates term time only, providing full day care, Monday to Friday, from 9am to 3pm. Furthermore, it operates a daily breakfast club from 7.30am to 8.45am and an after-school club from 3.15pm to 5.30pm. The setting employs four members of childcare staff. Of these, one member of staff holds qualified teacher status and two members of staff hold appropriate qualifications at level 2 or above. The setting is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rebecca Weston

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Face-to-face discussions were held with parents to gather their views.
- The inspector spoke to children to find out about their time at the nursery.
- The nominated individual and the inspector carried out a joint observation during a group activity.
- Leaders provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff working at the nursery.
- The inspector spoke with the leadership team about the leadership and management of the nursery.

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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