

# Little Oaks Pre School

Little Oaks Pre School, School Lane, Waddesdon, Aylesbury, Buckinghamshire, HP18 0LQ

<b>Inspection date</b>	16/10/2012
Previous inspection date	09/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are very confident and settle quickly into this well organised and interesting environment.
- Children develop their skills extremely well across all areas of learning through opportunities to participate in excellently planned activities that are focused successfully to encourage individual learning and development.
- Personal social and emotional development is promoted exceptionally well by staff. Staff are very polite, show interest in what children say and do, listen attentively and provide opportunities for the children to think about their own needs and the needs of others. Children are developing strong independence and learning to share, take turns and look after the resources around them.
- Parents find the setting open and inviting, with good procedures for settling and sharing information with them.
- The supportive committee is actively involved and helps to ensure procedures are robust and implemented to the benefit of the children and provision. All requirements of registration are met highly successfully and children's welfare and learning are promoted impressively.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children at play and staff interacting with the children.
  - Discussion with some parents took place.
  - The inspector joined children on a visit to the library and observed their activity there.
  - Discussions were held with the chairperson, manager and staff.
- A sample of documentation was scrutinised. This included looking at some children's
- records, reports , accident, incident, complaint records and minutes of the last committee meeting.

## Inspector

Lynne Lewington

## Full Report

### Information about the setting

Little Oaks Pre-School opened over 20 years ago and moved to its current location in 2008. It operates from purpose built premises, with a secure outdoor area, in the grounds of the local primary school in Waddesdon, near Aylesbury, Buckinghamshire. There are currently 64 children on roll aged from two years to the end of the early years age group.

The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school is open Monday to Friday from 9am until 12 noon and 12.30pm until 3.30pm. There is a lunch club between 12 noon and 12.30pm. Children attend for a variety of different sessions, term time only. The pre-school currently supports children with special educational needs and/or disabilities. A team of eight staff are employed, five of whom hold appropriate early years qualifications. The pre-school is accredited with the Pre School Learning Alliance and registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

### **What the setting needs to do to improve further**

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

- display fact and fiction books attractively throughout the environment to further support children in their activities and learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children thrive in this well organised setting. They engage in a broad variety of interesting activities which encourage all aspects of their development exceptionally well as they freely move between the indoor and outdoor environments. The structure and routine to the day actively promotes their sense of security.

Staff deliver a range of high quality activities and experiences planned carefully to promote children's development across the seven areas of learning. They are conscious of each child's development and pitch their interactions accordingly allowing the children to both consolidate and extend their learning. Mathematics is woven into the everyday routine skilfully by the staff. For example, staff draw children's attention to the circle shape as they draw spiders with chalk, the children count and match as they help to prepare the tables for snack, they count in their action songs and help to count how many children are going on an outing. Children talk about position and size as they play with small world figures and fire engines, demonstrating increasing awareness of 'inside', 'outside', 'big', 'small', 'on top' and 'underneath'.

Every session provides the children with opportunities to share a planned story as a group. This is an excellent opportunity for the children to develop awareness of others, to listen and participate in the story telling. The adults skilfully encourage the children to look at the pictures and predict what may happen, and to engage by repeating the repetitive lines

of the story. Planned singing sessions also enable the children to develop their language and memory skills as they join in with the songs and develop coordination and balance as they do the actions. These opportunities also increase the children's confidence and ability to speak or sing in front of others. The environment is rich with print and also the children have many opportunities to learn to recognise their own names. This is a valuable starting point in their early reading skills. However, while they have easy access to a broad range of high quality fact and fiction books in the book area these are not displayed in other areas to support children in their learning and activities. Writing materials are easily accessed both indoors and out and children make good use of them. Adults model writing, drawing and painting enabling children to see how to use the materials and tools available to them.

Understanding of the world develops through activities, such as, growing vegetables and fruit, tending and caring for them until they can be picked and eaten. Outings to the local school library also provide a valuable opportunity to learn about safety, and how to behave in different environments, in addition to developing an appreciation for books. Excellent outdoor opportunities enable children to develop their abilities to ride two wheel bicycles with stabilisers, use pedal tricycles and climb, increasing their balance and coordination. Staff use resources imaginatively encouraging the children's interest and language. For example, a pile of autumn leaves in a large play tray hides a variety of puppet creatures. The children search and show delight as they find the various creatures. Children use the home corner and resources to act out both imaginary and real life experiences with high enthusiasm.

Staff gather information from parents on admission and work in partnership with them to encourage and promote each individual child's development. They identify achievable next steps and share the information as a team to ensure all staff encourage the child appropriately. Learning journals illustrate the excellent progress children are making from their starting points. The staff seek advice and work in partnership with others involved in the children's care and learning to ensure each child has every opportunity to develop to their full potential. As a result of the excellent systems for observation, assessment and planning, sensitive support from staff and outstanding partnership working every child acquires the skills, attitudes and dispositions to be ready for the next stage of learning or school.

### **The contribution of the early years provision to the well-being of children**

Children enter the setting really confidently, separating from parents easily and they quickly become engrossed in play. They know the routine and what to expect; this adds to their sense of security and safety. Behaviour is very good; children are learning to share, take turns and think about the impact of their behaviour on others. The staff are calm, kind role models who set clear and consistent expectations in relation to behaviour. They are highly skilled and nurture children in their care and learning helping them form secure emotional attachments.

The children's play environment is highly stimulating with resources stored so that children

can reach them easily, making independent choices in their play. Children develop their independence and self care skills very well as they learn to put on their own coats and tend to their toileting needs. Staff are watchful and encouraging, intervening and assisting when required. Children demonstrate a high level of awareness regarding good hygiene and remind each other to wash their hands. At snack times children enjoy excellent social interaction with their key worker and a familiar group of children. They learn to pour their own drinks and make decisions about what they would like to eat from the selection of snacks available. This planned snack time provides a time for social interaction as the children share food and talk about what they have been doing, their families and experiences.

A healthy lifestyle is encouraged throughout the whole of the setting. The daily routine enables children to have ample opportunity for physical activity in the fresh air everyday. The staff know that young children need opportunities to use their energy and also times for quiet restful activity and so their familiar routine helps to provide this. The snacks provided are healthy and parents are encouraged to provide healthy lunch packs for those who stay for lunch. Drinks of water and or milk are provided ensuring children do not become thirsty.

Staff talk to the children about safety and encourage them to be aware of potential risks. For example, when planning their visit to the library, the adult asks them to think about what they need to do to keep safe. The older children identify dangers and safe behaviours, sharing their knowledge with the rest of the group.

### **The effectiveness of the leadership and management of the early years provision**

Parents speak very positively about the setting. They identify the warm welcome children receive and the attractive environment as elements which they particularly like. They feel the settling in routine is helpful and enables children to confidently settle. Parents say they feel the staff appreciate their knowledge of their children and share information about experiences and development well. They feel well informed and able to seek advice confidently if required.

Extremely strong links with the other schools on the site enable the setting to provide excellent transition experiences for children. Staff recognise that some children may go to other schools and so they are developing resources and links to ensure positive transition experiences for all. They work closely with other professionals if children have additional needs to ensure they are fully included and supported.

Equality and diversity is promoted through every aspect of the provision. Staff recognise the individuality of every child and family. Children use resources which reflect a diverse community and children have many opportunities to learn about others through the books and stories, artefacts and outings.

The setting has an excellent vision for ongoing development to continue to benefit the

young children in the setting. The management has taken onboard recent changes in statutory requirements and has been proactive in seeking additional advice to ensure they develop their abilities to monitor and assess children's development accurately. The committee and manager inspire the staff in pursuit of excellence within the provision. The views of all staff and users are included as an integral part of the setting's self-evaluation and swift action is taken in response to ideas for improvement.

All staff demonstrate an impressive knowledge of safeguarding and welfare issues; they are clear of their responsibilities and they have procedures in place to support them in this aspect of their work. They review their procedures and if it appears a change is required in order to improve they make changes. The management and committee demonstrate an outstanding understanding of the requirements of registration and the events they must notify the regulator of.

Robust measures are implemented to ensure staff are suitable for their roles and high-quality supervision is provided to monitor their ongoing suitability. Staff meetings are held regularly and staff have annual appraisals. They have excellent opportunities to develop their skills and enthusiastically take up training opportunities. They are extremely knowledgeable about childcare matters and are highly motivated in their work.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY357026
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	884466
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Little Oaks Pre-School
<b>Date of previous inspection</b>	09/07/2012
<b>Telephone number</b>	07845 714 224

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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