

King's Oak Primary School Pre-School

Kings Oak Primary School, Dickering Lane, NEW MALDEN, Surrey, KT3 3RZ

Inspection date	06/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a very good understanding of how young children learn best through play. As a result, children are engaged, interested and have fun.
- Children benefit from being able to freely choose activities between the indoors and the outdoors. As a result, they are able to extend their learning and enjoy plenty of exercise.
- Children benefit from the strong partnerships that exist between staff and parents and outside professionals because information is regularly shared to support children's care and learning.
- The committed management team demonstrates a strong drive to improve outcomes for children and has developed a targeted programme of professional development that ensures practitioners are improving their practice.

It is not yet outstanding because

- Children's independence and understanding of good hygiene are not consistently supported.
- Some activities do not always successfully engage all children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the children's room.
- The inspector took the views of parents into account.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation, including risk assessments and planning documentation.
- The inspector held a meeting with the manager and spoke to children and staff at appropriate times throughout the inspection.

Inspector

Debbie Buckingham

Full report

Information about the setting

Kings Oak Primary School Pre-school registered in 2013 on the Early Years Register. It operates from a designated classroom within the school, in the London Borough of Kingston. Children have access to a large classroom, which has access to toilets and hand washing facilities. Children also have access to an enclosed outside play area which is solely for their use. The pre-school caters for two to three year olds and is open each weekday from 8.35am to 11.35am and 12.25pm to 3.25pm, every weekday during term time.

The pre-school is in receipt of funding for the provision of free early education for two- and three-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are currently 24 children on roll who attend a variety of sessions. There are five members of staff, including the manager, who work directly with the children. Of these four staff hold relevant early years qualifications. The manager has Qualified Teacher Status.

What the setting needs to do to improve further

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

- strengthen children's independent skills and understanding of healthy practices for, by example, encouraging them to pour their own drinks and help to wash up their dishes after snack
- adapt activities so that children can enjoy rhymes and stories and learn to listen, give their attention to what others say and then respond appropriately.

Inspection judgements

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

The newly opened, well-designed pre-school is located within the school and operates from a refurbished classroom. The pre-school staff are very welcoming and the atmosphere is stimulating and engaging. Staff provide a well-resourced environment where young children are enthusiastically encouraged to explore and learn through play. As a consequence, children are busy, active and interested. Caring staff interact well with children and use effective systems of observation and assessment in order to find out each child's stage of development. They then use the information gathered to plan well for children's future learning. This has a positive impact on young children's learning and development, so they make good progress in readiness for their move to nursery. For

example, children learn about what it is like at the nursery through weekly visits to the nursery class where they engage in playful activities and observe routines. Furthermore, children are given access to the nursery outdoor area to participate in interactive play sessions. This fosters friendships and enhances children's confidence and self-esteem.

All children take full advantage of being able to choose to play in the outside area where they learn how to tackle a range of levels and surfaces. For example, there are smooth surfaces and pathways that are flat and support children in negotiating space and different ways of moving, such as running and skipping. The challenging, hilly ground gives children opportunities to explore new ways of moving, such as sliding and scrambling, whilst the steps and ramps give them practice in co-ordination and control.

Staff ensure that the environment fosters children's emerging literacy skills by including opportunities for them to practise early writing such as drawing circles and lines on low-level white boards with a variety of materials. Outdoors, children explore messy play using sand, foam, water and flour which helps develop both their creative and their physical skills

Staff teach children to find their own name card and place on the daily registration board. Children learn what their name looks like, and begin to learn what letters are in their name. Children are beginning to understand that print carries meaning, as they pretend to read stories. They choose their favourite books for story time and turn the pages, starting at the beginning. Children are encouraged to repeat words and phrases during story time and fill in missing words in the rhymes. This supports their communication and listening skills. However, young children find it difficult to 'listen and do' and therefore story and song times are sometimes less successful.

Supportive staff help foster a culturally diverse atmosphere that helps children learning English as an additional language. Staff learn key words in the children's home language to support their play and learning and this helps them to gain confidence and feel secure. A visual timetable displays photographs of what happens throughout the session and this helps children to understand the routine and settle successfully.

Staff undertake regular observations to identify the next steps in each child's learning and plan activities that provide interest and challenge. The management team is very effective in identifying where children need additional help in their learning and liaises exceptionally well with outside professionals to obtain the help families and children need. These early interventions support staff in closing the gaps in children's achievements. They also help foster strong partnerships with parents who share knowledge of how best to support their child's learning. The required progress checks for children aged two are used effectively to inform parents and health visitors about children's development.

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

Supportive relationships with the key person and the staff team help children form secure attachments that provide a strong foundation for their well-being and help prepare them

emotionally for the move to nursery. The management offers home visits to all new families that enable the key person to start building a relationship with the child. The manager talks with the parents, assuring them about the settling-in process and procedures at the pre-school. The caring and nurturing environment helps children feel valued and safe. Children talk openly with staff as they play out events and experiences. Staff are sensitive to the children's individual needs and provide reassurance to parents during the flexible settling-in process that helps children to separate from their main carer with confidence.

Staff share with parents the details of children's care and activities each day in face-to-face discussion at drop off and collection time. This ensures there is a consistent and coordinated approach to meeting children's needs. Staff are deployed efficiently throughout the pre-school and know when and how to promote children's well-being and self-confidence. Staff encourage children's positive behaviour by modelling what to do. For example, by helping to tidy away toys, putting rubbish in bins and using kind voices when speaking to each other. This promotes kindness and friendship skills and helps children who are learning to speak English that the same expectation is required from everyone.

The environment is bright and spacious with well-resourced areas of play that support young children's engagement. It offers plenty of opportunity for children to make positive steps in their all-round development. Children wear outdoor clothing to explore the outside area in all weathers. They are provided with a wealth of resources that motivate and stimulate their understanding. For example, a parachute and den-making materials support children's imaginative play. Staff lead by example and support children through thoughtful and engaging play. The pre-school offer nutritious, healthy snacks to support children in understanding the importance of good health. For example, children choose a whole piece of fruit and are encouraged to peel and segment the fruit to eat it independently. This fosters children's understanding of what whole fruit looks like and how they prepare it for eating. Although staff do generally encourage children to be independent, they do not encourage them to pour their own drinks to enhance their independence. In addition, they do not encourage them to remove their used dishes from the table after eating their snack, so that they learn to wash them as good hygiene practice. Children are competent at managing their personal needs, using the hand washing facilities before and after eating, and after using the toilet.

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

The leadership and management of the pre-school are consistent and focused. Management and staff have a very good knowledge and understanding of the safeguarding and welfare requirements. Staff know how to identify and report any concerns they may have about a child. The management implements robust recruitment and vetting procedures that are thorough and together with background checks, good performance management procedures and team meetings ensure staff remain suitable for their role. Staff meet adult: child ratios and supervise children well. They make effective risk assessments in order to maintain a safe play environment.

Management has embraced the self-evaluation process in collaboration with outside professionals, parents and children. As a result of observations, management has identified training needs and formulated ideas to extend practice and be more reflective. It clearly identifies areas of strength and development, together with a vision for the future. For example, peer observations are planned to ensure staff opinions are valued and that their understanding of good practice can be shared. A planting area and resources, such as a 'bug hotel', are to be developed to help children understand about growth and living things.

Managers and staff have a very good understanding of their responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The management monitors the educational programmes and planning and assessment thoroughly to ensure that children experience a broad range of activities to help them progress towards the early learning goals.

Partnership with parents is well-developed. Daily discussions and an 'open door' policy contribute to the good working relationships between staff and parents and to meeting the needs of the children. Parents offer positive feedback about the pre-school. They value the management's knowledge of identifying children's developmental needs to help them progress in their learning. Partnerships with external agencies and other providers are well established and mean that children benefit from, and receive, the necessary support they need to make progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY462970
Local authority	Kingston upon Thames
Inspection number	928511
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	24
Name of provider	King's Oak Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	020 8942 5154

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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, which are usually the childminder's 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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