

# King's Oak Primary School Pre-School

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

<b>Inspection date</b>	12/03/2014
Previous inspection date	06/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
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

- Children have good opportunities to be independent, active learners who can set their own challenges and enjoy extended open-ended play.
- Staff have a good understanding of how to safeguard children and meet families' individual needs.
- Children benefit from flexible planning which means that activities are consistently tailored to their interests and next steps in learning.
- Children make rapid progress in the prime areas of learning because staff are skilled at supporting children's confidence and communication skills.

### It is not yet outstanding because

- Staff do not consistently give children opportunities to solve problems and devise their own solutions and ideas.

## 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 children at play in the pre-school and garden area.
- The inspector and manager carried out a joint observation.
- The inspector met with the head teacher of the school to discuss safeguarding issues such as recruitment and vetting.
- The inspector examined a range of documentation.

## Inspector

Susan McCourt

## 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 upon Thames. 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 four members of staff, including the manager, who work directly with the children. All 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:

- enhance children's critical and creative thinking by using open questions and encouraging children to devise their own solutions.

## Inspection judgements

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

The staff have a good understanding of how to meet the learning and development requirements. They provide a broad and varied curriculum rooted in children's interests and their identified next steps. Activities are interesting and challenging, giving children good opportunities to be independent, active learners. As a result, they make strong progress given their starting points and capabilities.

Staff have good teaching skills. They place a great emphasis on promoting children's communication and language development and are continually talking with children and engaging them in conversation. For example, when children are playing with toy food in the home corner, a member of staff repeat the names of the fruit, the colours and what the children are doing. She encourages children to remember the fruit tasting experiments they did which engages the children in describing the flavours. As a result, children consolidate their vocabulary and understanding. Children enjoy the group singing activity and staff sing the children's favourite songs, which helps them to be interested and join in. Children especially like the 'goodbye' song, which mentions each of them by name, and helps them to build social skills in naming their friends. Staff skilfully extend children's play

by facilitating their ideas and suggesting new ideas. However, on occasion staff provide answers and give ideas instead of asking the children for their thoughts. This weakens children's critical and creative thinking skills. Children benefit from a wide range of activities which support their early writing skills. Whiteboards and chalk boards are the same height as the children, so children can make large arm movements as they draw with pens, which suits active learners. Children begin to recognise significant words and numbers as staff have put lots of print around the room and outdoors. They take into account all the languages spoken by families, so that all children have opportunities to see their language script. Staff are skilled at developing children's mathematical learning. They take natural opportunities to count with children, such as counting the number of twists it takes to remove a bottle top. Children join in with counting songs and hold their fingers up to show the number. They see numbers in the play environment on toys and equipment, so they can match and sort according to number. Children also learn comparative language, such as when cutting fruit, seeing the pieces become smaller and smaller. Staff provide a wide range of sensory media and materials for children to explore. They play with sand, water, cooked spaghetti and wet oats to explore the texture and properties of the materials. Children enjoy open-ended art and craft, such as painting and sticking, showing great pride in their achievements.

Staff work closely with parents to gather information about children's starting points before the child starts in the pre-school. This means that staff can provide activities that interest and engage children in purposeful play from the outset. Staff make frequent observations of children's play and achievements and relate them to the levels of development in each area of learning. Staff devise children's next steps and plan activities which will facilitate children's learning. Staff are skilled at evaluating and adapting their plans day by day, so that activities are continually pitched at the right level to challenge children and support their confident progress. Staff make summary assessments each term and share these with parents to decide on shared strategies and next steps. Parents add their comments to the learning journals and reviews, so that staff are up to date with children's achievements at home. This builds a strong partnership. Staff carry out the progress check at age two to summarise children's development in the prime areas. Overall, the assessment and planning arrangements help children to make rapid progress.

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

The key person system is very effective. Staff carry out a home visit prior to the child starting, which helps children to build strong bonds from the outset. The key person meets every day with the parent to discuss the child's time in pre-school. Children have space for their own belongings and see their photographs on the walls in various displays. This helps children to enjoy a strong sense of belonging and ownership. As a result, they separate confidently from their parents. When children are old enough to transfer to nursery, the key person visits with the child to slowly build their confidence. The number of visits is entirely based around the child's individual needs. Children are aided in this by the fact that their pre-school has windows through which they can see the nursery area. The learning environment strongly supports child-initiated play as children can easily reach a wide variety of play equipment. Staff present activities in engaging ways, such as setting

the home corner table for a role play lunch. Children are free to bring different resources together in their play, making pretend cups of tea at the water tray for example, or making breakfast out of play dough. Children also play very independently when outside. Staff create interesting ways to present resources, such as hanging them on a washing line, or numbering the bikes. Children enjoy the whole curriculum outdoors, for example, they can chalk on large chalk boards or paint on the fence.

Children have good opportunities to learn about healthy lifestyles. They stop for a snack mid-way through the session and eat fruit and other health snack items. They sit in small groups at snack-time, which helps to build their social skills and friendships. Children help in practical activities such as fetching plates and tidying up after the meal, which builds their independence. Children can have a drink of water at any time as they play. Staff talk with children about food that is good for them and how they can take care of themselves. For example, staff encourage children to wear their coats when it is chilly outside and wash their hands to remove germs. Children demonstrate their understanding when they wipe down tables in the home corner as part of their normal play. Children enjoy playing outside in the fresh air and develop their physical skills in various ways. Children use the climbing frame which has tunnels and slides for children to practise balancing and climbing. Children dig in the sandpit, push wheelbarrows and ride bikes, which helps to develop their strength and flexibility. Children also develop their small muscle skills when using pens, puppets and small construction items. Staff are careful to support children's growing sense of independence and confidence while also promoting their safety. Staff teach children to use 'gentle hands' and 'indoor feet'.

Children's behaviour is well-managed. Staff have clear expectations of children and promote sociable, safe play. Children learn to take turns and cooperate, and enjoy playing together in shared activities such as preparing a breakfast for a friend. Staff use praise to help children recognise when they have done something well, or for the first time, which helps children's growing self-esteem. Children respond well to adult intervention if they are presenting challenging behaviour, and staff have a strong understanding of children's needs at this age. Overall, children acquire good skills to support them in their future learning.

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

The manager has a good understanding of how to meet the safeguarding and welfare requirements. All staff are checked as to their suitability prior to working with the children. Safeguarding policies and procedures are clear and detailed. Staff understand the policies very well and know exactly what action to take should they have concerns about the welfare of a child. They demonstrate a high level of commitment to safeguarding the children in their care. For example, they would immediately take children indoors and alert the school if anyone was behaving suspiciously in the vicinity. Recruitment procedures are robust and all staff follow a rigorous induction and probationary period. Visitors to the pre-school are consistently accompanied by staff and do not have unsupervised contact with children. The manager has completed a thorough risk assessment and staff undertake

daily checks to make sure the pre-school areas are safe for children. Staff record any accidents children have and review the frequency and sites of accidents to make any improvements identified. All other documentation is well-organised and professionally maintained, which underpins children's well-being.

All staff have regular supervision and appraisals which highlight any professional development required. Staff have regular training opportunities and can join with the school's training days where relevant. Staff share a clear ambition for the children in their care and seek to provide the best care and teaching to prepare them well for future learning. The manager works with the staff team to establish clear goals for development and they follow well-targeted action plans to achieve their aims. For example, staff have increased the independence children enjoy as part of snack times, following a recommendation at the last inspection. The manager has identified areas for improvement which will bring about the most impact on children. For example, the outdoor area is to be enhanced and further equipped to develop the provision for outdoor play. The manager and staff work closely with parents to gather their views and respond to their needs. Staff are also skilled at listening to children and meeting their needs, which means that the continuous improvement is focused on the families who attend.

Parents receive daily verbal handover information about their child and have a strong partnership with the key person to oversee children's learning and development. Parents appreciate the support of staff over issues such as potty training and meeting children's additional needs. Parents comment on how well the children settle, and the value of the home visit in establishing a good relationship with the child. Staff value the parents' comments and display their views in the pre-school, such as their comments on the progress they have seen the children make. The manager and staff have strong links with the local community and work closely with occupational health, speech therapists, health visitors and children's services to meet children's needs. This is particularly supportive of families where children have additional needs because the support is well-coordinated and addresses parents' concerns. Being part of the school, the pre-school has strong links with the nursery and reception. The staff can share their expertise with other teachers and receive guidance and mentoring. Where children attend other day care settings, staff are proactive in establishing good relationships with other key people, which supports the consistent and coherent care of children.

## 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

<b>Unique reference number</b>	EY462970
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	959335
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	24
<b>Name of provider</b>	King's Oak Primary School Governing Body
<b>Date of previous inspection</b>	06/02/2014
<b>Telephone number</b>	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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