

Little Oaks Pre-School

The Grove School, Chobham Road, Frimley, Camberley, Surrey, GU16 8PG



Inspection date	31 October 2017
Previous inspection date	6 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is strongly committed to the success of the pre-school. Her many years of service are a true reflection of this. She uses evaluation effectively and actively includes the comments of the staff team, parents and the children in helping to continuously raise the overall quality of all areas of the provision.
- Children's behaviour is exemplary. The staff are outstanding role models who pride themselves in helping children to develop a deep understanding in respecting others. Children very willingly share and take turns and independently help each other.
- Partnerships with parents are strong. Parents receive regular updates on their children's development and are fully included in their next steps in their learning. This helps children to continue to learn at home with a coordinated approach to their progress.
- Children, including those who speak English as an additional language and those who have special educational needs, make good progress from their initial starting points.
- Staff use the initial information gained when children first start to precisely plan for their unique interests. This helps children to develop emotional security quickly.

It is not yet outstanding because:

- Occasionally, staff overdirect children's learning, which does not fully support them in exploring and investigating in their own play.
- The manager does not precisely plan for the continuous professional development and training of the staff, to raise the quality of teaching to the highest possible levels.

What the setting needs to do to improve further

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

- support staff in their practice to assist them in not overdirecting children's play, to help children to have more time to explore and investigate in their own learning
- focus precisely on the programme to support staff in their professional development and continuously raise the quality of teaching and learning to the highest possible levels.

Inspection activities

- The inspector held discussions with the manager, staff and children at appropriate times throughout the inspection.
- The inspector spoke with parents and took their views and comments into account.
- The inspector carried out a joint observation with the manager and also discussed her use of the evaluation process and the areas identified for improvement.
- The inspector observed the quality of teaching in the indoor and the outdoor environments and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures, and developmental records on children's progress.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough knowledge of how they would recognise the signs of abuse and the procedures they would follow to report any concerns. This helps to protect children's welfare and well-being. The manager has high standards for herself and for her team. She regularly observes and monitors staff practice and involves them in discussions to help and support them to become more reflective in their teaching. The manager uses an effective system to assist her in ensuring that children are making good progress. She uses this information well to support her to quickly identify any gaps in children's learning and provide them with additional support. She has good partnerships with other professionals and understands the need to share information to provide children with an inclusive approach to their progress.

Quality of teaching, learning and assessment is good

Staff know all children well. They precisely plan for children's learning and meet their changing needs well, such as by having discussions with their parents about their interests and growing abilities. Staff continuously assess the progress of their key children to help them achieve and develop at the same rate as their peers. Staff promote children's communication and language skills very well. For instance, they use recorded messages in boxes during group time to help children to think, respond and guess sounds. Staff help children to develop an early understanding of mathematics throughout their play. For example, as they build a tower together, staff introduce positional language and provide children with measuring tapes to build on their problem-solving skills.

Personal development, behaviour and welfare are outstanding

Staff provide an excellent learning environment indoors and outdoors. Children are highly stimulated and their independence is fully supported. For example, children can independently access all of the resources and make their own choices about their play. At lunchtime they show immense pleasure in the opportunity to wash their own plates and cups. Children develop excellent social skills and show an early understanding of the importance of working very well with others. For instance, they politely wait for their turn to eagerly talk with staff about their achievements. Children listen intently to instructions and revel in the praise that they receive, helping to build further on their self-esteem.

Outcomes for children are good

All children are well prepared for the next stage in their learning and their eventual move on to school. They are learning about the differences and similarities in people and in the wider world around them. For example, for the pre-school charity project, the children show immense pride as they present their Christmas gift boxes for children in other parts of the world. Children are curious and inquisitive and display high levels of engagement in their own learning. For instance, they eagerly prompt a search together for acorns and coloured leaves in the sensory garden outdoors.

Setting details

Unique reference number	120104
Local authority	Surrey
Inspection number	1089236
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	36
Name of registered person	Little Oaks Pre-School (Frimley) Limited
Registered person unique reference number	RP535457
Date of previous inspection	6 May 2015
Telephone number	01276 708952

Little Oaks Pre-School registered in 1976 and is based in the grounds of The Grove Primary School, Frimley, Surrey. The pre-school is open on Monday, Tuesday and Thursday from 9am to 3.30pm and on Wednesday and Friday from 9am to midday during term time. Children can stay for a lunch club until 12.30pm on a Wednesday only. The pre-school also provides a two-week holiday provision in the summer. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff who work directly with the children, five of whom hold early years qualifications at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

