

Pre-School at Oakwood School

Inspection report for early years provision

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Inspector Rebecca Hurst

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Pre-School at Oakwood School was registered in 2009 for the care of two and half to three year olds, and is located in Purley, in the London Borough of Croydon. It is privately owned by Pact Educational Trust Ltd, a charitable trust, and is housed on the ground floor in Oakwood Independent School.

The school is registered on the Early Years Register to care for a maximum of 10 children, aged two years to under three years. The school currently admits children from the age of two and a half years. There are currently five children on roll between the ages of two and a half and three years of age.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy, settled and thriving because the staff at the nursery create a safe and secure environment, where children are valued and supported to make the most of their abilities. The staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. The nursery has a high capacity to maintain continuous improvement because all staff seek to improve their knowledge and understanding of children's early years through further education opportunities.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to enhance staff's knowledge and understanding of the early years through ongoing training.

The effectiveness of leadership and management of the early years provision

All staff have an excellent knowledge of the school's child protection policies and procedures and how to successfully safeguard children. Full risk assessments are in place for the whole of the building, activities and outings. Staff are fully aware of the importance of counting the children when they move rooms to ensure that all children are still with the class. Regular fire drills are undertaken to ensure that all children are fully aware of what they need to do in an emergency. All accidents and incidents are fully recorded and parents receive their own copy of the forms. All staff have Criminal Records Bureau checks in place. As a result of all of these procedures being in place all children are fully protected from harm and neglect.

Staff use children's details extremely effectively. They plan festivals and celebrations around the children's backgrounds. Parents are invited into the setting to talk to the children about the festivals they celebrate at home. Careful consideration is given to the way in which the children are taught in order for them to fully understand the festival and celebrations they are looking at. Children are kind and considerate towards each other and learn about equal opportunities at age appropriate levels. For example, during story time the children listen to a story about Goldilocks and the three bears, with baby bear being in a wheelchair. The children asked the member of staff reading the story questions about what was happening with the bear, the member of staff was able to clearly respond in a very positive manner, teaching the children about people with disabilities at a level they could fully understand.

Full and comprehensive policies and procedures are in place, which are shared with all parents before they start at the school, the parents also receive an abundance of information about the school and their ethos. This ensures that parents have a full role in the school and that they fully understand the ethos the school provides for the children. Parents are kept updated with the development their children are making through daily comment books which the staff and parents fill out. The parents also complete a weekend book. All these media help greatly to share information between the parents and the staff, which benefits the children greatly and builds their self-esteem through this. Staff ensure they share all information they have with other settings and contribute to transition reports when children move settings.

All staff contribute to the schools self-evaluation. The nursery has also completed an early years self-evaluation form (SEF). The SEF is extremely effective and clearly identifies the school strengths and their weaknesses. Staff are clearly working on their weaknesses and they have a school development plan in place to address all areas they wish to work on. All resources are deployed very well, they are all stored at a level which enhances children's acquisition of independence skills. Resources are clearly labelled which allow children to develop early word recognition.

All staff constantly seek to improve their childcare practice so that children have enjoyable and challenging play and learning experiences. The staff have a natural affinity with children, anticipating and responding well to their welfare and development needs. The head of the nursery and the staff drive improvement through their ambition to train and improve both her knowledge and that of the staff through attendance on ongoing training courses.

The quality and standards of the early years provision and outcomes for children

Children happily explore and experiment, using an excellent range of different materials and resources, in a safe, supportive and caring environment, helping them to confidently practise and acquire skills. Children receive plenty of attention, through the staff listening and responding to the children throughout their

activities. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle. Steps taken to safeguard children include effective child protection and fire evacuation procedures, and close and supportive supervision, for example, when playing in the garden.

Children attending the nursery are clearly respected by all of the staff in the school. The staff seek the views of the children during activities about what they like to do and which resources they would like to play with. Planning for all children ensures that they are all able to progress with great success, given their ages, abilities and their starting points. Clear and concise planning ensures planning is adaptable to meet the individual needs of all of the children attending. Clear learning intentions for each of the activities are recorded and are evaluated to ensure the children enjoyed them and that they fulfilled the learning intentions.

All staff complete detailed observations on all of the children. These are used in conjunction with the parents to plan the next steps. These next steps are then used to plan for future activities. This ensures that the planning is tailored to meet the individual needs of each of the children attending the nursery. Parents meet regularly with the staff to set goals for the children to work towards with their development. Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so parents and carers enjoy very clear, visual images of their children's experiences.

Children thoroughly enjoy exploring the jelly play. Highly skilled staff use lots of explorative and descriptive words to describe how it feels. The questions make the children think about what they are doing. Staff ensure that areas of learning are set up for the children to set playing with when they arrive at the setting. This ensures that they can start with their learning journeys as soon as they arrive. Staff also ensure that all six areas of learning are covered in the excellent range of resources and activities that are provided for the children. This also includes the outside areas which are used as an extension to the classrooms.

Staff talk calmly to the children and give them time warnings when it comes to tidying away. Staff are highly skilled in behaviour management and as a result all children are very well behaved.

There are excellent hygiene procedures in place which protect children from cross-infection and contamination. Staff work with parents to ensure that children have healthy snacks during snack time. Staff sit with the children, talking about what they have and how healthy it is. Snack time is a very social event with children mixing together and talking about what they have done the following day and what they would like to play with later.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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