

# Oatlands Pre School

The Village Hall, St. Marys Road, Weybridge, Surrey KT13 9PT



<b>Inspection date</b>	24 September 2018
Previous inspection date	9 May 2016

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

## Summary of key findings for parents

### The provision is good

- Strong partnerships with parents and other professionals help ensure children who have special educational needs (SEN) and/or disabilities benefit from a coherent approach to learning. All children, including those who speak English as an additional language and those who have SEN and/or disabilities, make good progress.
- Children are given ample opportunity to develop independence with their self-care. For example, children help to prepare food at snack time by cutting up fresh fruit and vegetables, and by pouring their own drinks.
- Staff are enthusiastic and welcoming in their nature. Their kind dispositions and genuine interest in the children help children to establish secure emotional bonds.
- Staff provide a broad range of opportunities for children to build on their mathematical development. For example, children delight in exploring shapes hidden in the shaving foam, using their senses to touch and smell.

### It is not yet outstanding because:

- Staff do not seek precise information from parents about what their children already know when they start, to support planning from the outset, although partnerships with parents are positive overall.
- The manager does not fully consider how to build on staff's knowledge, teaching and practice to enhance outcomes for children continually.

## What the setting needs to do to improve further

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

- develop further the information sharing with parents to gather precise information from parents when children first start, so that children's prior achievements can be considered fully when assessing their starting point and inform future planning
- extend the support and encouragement for staff to enhance their knowledge and teaching practice continually.

### Inspection activities

- The inspector reviewed documents, including learning records for children, documentation relating to staff, accident records, and policies and procedures.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked closely at the progress of several children.
- The inspector completed a joint observation with the manager.

### Inspector

Sarah Richards

## Inspection findings

### Effectiveness of leadership and management 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. The team spirit is good. The strong management team has robust systems for the recruitment, vetting and supervision of staff. Safeguarding is effective. Staff have a thorough knowledge of how to recognise the signs of abuse and the procedures they would follow to report any concerns. Self-evaluation is successful in identifying strengths and areas for development. Through effective transition activities, children are well prepared for beginning school. Systems to identify any gaps in children's learning and in the learning programme have been established.

### Quality of teaching, learning and assessment is good

Staff know children well and have a good understanding of their individual learning styles. Overall, staff are skilled and confident in their teaching. Planning is effective and takes account of children's individual interests and next steps in learning. Staff encourage children to do things for themselves, such as dressing, wiping their nose, finding resources and helping to clear away toys. Staff ask lots of open-ended questions and patiently give children time to find the answers out for themselves.

### Personal development, behaviour and welfare are good

The key-person system is used effectively. This helps children to settle at the pre-school quickly, and feel safe and secure. Children develop a strong sense of belonging. They concentrate well during activities and are motivated to learn. Staff encourage good manners and help children to play cooperatively. Children are developing an understanding of healthy lifestyles. They demonstrate good hygiene routines as they automatically and independently wash their hands in preparation for snack time. Staff regularly talk to children about rules and why they are important. For example, children are reminded to walk inside and that they can run outside.

### Outcomes for children are good

All children are active and willing learners. They confidently explore, discover and persevere with tasks. Older children enjoy having key responsibilities, for example, being the 'VIP of the day'. Children develop their knowledge of colours, such as through painting activities. Children are developing confident communication and language skills. For example, older children speak clearly and confidently during a circle-time session, sharing their precious items from home. Children are interested in making marks as part of their developing early writing skills. Children are excited and engaged to paint with water on the walls and on the ground in the well-resourced outdoor area.

## Setting details

<b>Unique reference number</b>	122488
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066274
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Oatlands Pre-School Committee
<b>Registered person unique reference number</b>	RP518162
<b>Date of previous inspection</b>	9 May 2016
<b>Telephone number</b>	01932 850143

Oatlands Pre School registered in 1970. It operates from Oatlands, near Weybridge in Surrey. The pre-school is open each weekday from 9am to 1pm, during term time only. It receives funding for the provision of free early education for children aged two, three and four years. There are 18 members of staff. Of these, one holds early years professional status and 11 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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

