

Inspection of Oakley Pre-School

Methodist Church Hall, High Street, Oakley, Bedfordshire MK43 7RG

Inspection date: 5 May 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The provider has not ensured that information regarding committee members supplied to Ofsted is correct. Children enter the setting happily and are ready to learn. They have developed good relationships with staff and quickly become engaged in activities. During the morning dance session, staff support those children who choose not to participate by allowing them to observe. This supports children to develop their confidence at their own pace.

Staff are knowledgeable about all children in the setting and of the next steps in their learning. This ensures all children made good progress. Children are well behaved and polite. They actively seek each other out to play with. Children readily take turns, listen to each other and contribute to each other's play ideas. This helps to develop their social skills.

Children have opportunities to develop their mathematical skills throughout all areas of the setting. They talk about the length of time they have been fishing with a member of staff. Children investigate differing ways of looking at the time, including on a digital watch and on the clock in the garden. At the snack table, children cut their fruit independently. They talk about cutting it in half and giving this to their friends. Other children count the number of pieces they have cut their satsuma into.

What does the early years setting do well and what does it need to do better?

- The provider has not returned the correct forms for all committee members in order to provide Ofsted with the appropriate information to check their suitability. However, committee members do not have unsupervised contact with children or have sole responsibility in making decisions that affect children's well-being.
- Staff create activities in the environment which excite children to learn. Children concentrate at activities for long periods of time and enjoy completing investigations. For instance, they see how far they can make a bean bag fly when catapulted from the slanted beam. They measure how far each one goes with an object and then look to see if they can beat that. This is extended further when a staff member attempts to catch the bean bags as they fly in the air. Children are quick to join in, developing their physical skills further.
- Key persons know their children well. They share information effectively with each other, so that they have a good knowledge of all children who attend. This helps to ensure that all children make good progress. Children with additional needs are supported well throughout the setting. The manager and her team work closely with professionals to ensure that the environment is adapted to support all children.

- Staff monitor all children's development well and quickly identify gaps in learning. Staff use effective teaching techniques. They encourage children to think of ideas and follow their lead. For example, when building an ice-cream truck in the garden, staff encourage children to think of the most stable base before helping them to build. This develops children's cognitive skills.
- Staff support children's language development exceptionally well. They introduce a wide vocabulary to children when reading stories. For example, staff use the word 'camouflage' to explain how animals hide in the jungle. They engage children in conversations, prompting discussions about their interests. This helps children to become confident speakers and develop excellent communication skills.
- Parents speak highly of the setting. They appreciate the level of communication they receive, both day to day and on their child's overall development. They feel included in their children's learning. The setting offers parents activity ideas to support them in guiding their children's learning at home. Where children attend more than one setting, staff share lots of relevant information with other providers. Local childminders praise the information they receive and compliment how well the staff work with them.
- The manager has a clear vision for the setting, moving forward. She has a good understanding of her curriculum intent, and this is successfully implemented by her staff team. Staff report that their morale is high, and they are proud to be part of a team that puts children at the heart of what they do.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive safeguarding training, and the manager ensures this is kept up to date. Staff are knowledgeable on the signs and symptoms of abuse and know whom they report any concerns to. Staff have completed training on the wider aspects of safeguarding, such as the 'Prevent' duty guidance and County Lines. Staff are aware of what to do if an allegation is made against a member of staff. Robust recruitment and vetting arrangements are in place to help ensure that all staff working with children are suitable.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide Ofsted with the necessary information to enable suitability checks to be carried out for all members of the committee.	06/06/2022

Setting details

Unique reference number	219186
Local authority	Bedford
Inspection number	10137431
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	43
Name of registered person	Oakley Pre-School Playgroup Committee
Registered person unique reference number	RP517125
Telephone number	01234 826 452
Date of previous inspection	23 January 2014

Information about this early years setting

Oakley Pre-School registered in 1968 and is situated in Oakley, Bedfordshire. There are seven members of staff employed to work with the children. Of these, three hold an appropriate early years qualification at level 3, one holds level 4, one holds level 6 and one has qualified teacher status. The pre-school is open Monday to Friday from 9.15am to 3.30pm during term time only. It receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluations of the provider.
- The manager and the inspector completed a learning walk together of all the areas of the setting and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning
- The manager and the inspector carried out a joint observation of a group activity.
- Parents spoke to the inspector and shared their views with her about their experiences of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff and committee members.

We carried out this inspection 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.

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