

# Inspection of Twin Oaks Pre-School

Waterloo Youth Centre, Kitchener Crescent, Poole, Dorset BH17 7HX

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Inspection date: 19 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and staff have a good relationship and high morale, which creates a positive environment for the children. Staff greet children warmly and support them skilfully to settle in when they arrive. For example, staff encourage children to come and play, and invite them to help with routine tasks. Children develop close attachments to the enthusiastic and caring staff, who promote children's self-esteem effectively in many ways. For instance, they listen with genuine interest when children talk to them about family members.

Staff are good role models. They provide clear guidance for children about what is acceptable behaviour. Children behave very well, develop good social skills and play well together, for example when taking on the roles of doctor and patient in the role-play doctor's surgery. They pretend to be doctors and attend to the needs of their patients, such as by checking their foreheads and pretending to administer medication.

Staff work closely with parents and keep them well informed about their children's time in the pre-school. Parents recommend the pre-school highly and value the support staff give to their children, to promote continuity in their care and well-being. They comment that their children enjoy attending, make new friendships and build strong bonds with the staff.

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

- Staff attend to children's interests quickly and make effective use of their observations to plan stimulating learning experiences. For instance, younger children explore the feel of bubbles on their hands and make marks with their fingers, using the mixture on a flat surface. Staff read books to children and involve them in telling the story. They encourage older children to describe what they see, to help support children's understanding of sequences and build their early literacy skills.
- Staff make regular observations and assessments of children's learning, to support them in making good progress. They know the children well and assess their development accurately. Children are prepared well for their next stage in learning, including their move to school.
- Throughout the pre-school, children are engaged and motivated in their play and learning. They make good use of the environment and resources, which are well organised and inviting. However, although staff generally provide challenging adult-led activities, some small-group times do not extend children's learning even further.
- Staff plan particularly effective support for children with special educational needs and/or disabilities and those who require additional support. For instance,

staff invite in professional storytellers to support children's social skills and develop their confidence when speaking as part of a group.

- Children have a good knowledge of the importance of leading a healthy lifestyle. They have opportunities every day for physical exercise and follow good hygiene practices. Staff encourage children to be independent. For example, children help themselves to snacks using tongs and serving spoons, and demonstrate their ability in cleaning their teeth confidently.
- Staff provide good opportunities for children to develop their physical skills. For instance, children climb over and balance on tyres and learn how to roll hoops in a large outdoor open space.
- The hardworking and dedicated manager is committed to providing good-quality care for children. She has effective systems in place to support staff to extend their skills and knowledge. Recent training in speech and language has helped staff to provide signs and actions to encourage children's communication skills.
- The manager keeps a close check on children's progress and uses this information to ensure that the needs of children are met well. She ensures that children, including those in receipt of additional funding and those who speak English as an additional language, get the support they need to make good progress from their starting points. However, planning does not consistently ensure all staff are aware of children's current next steps and how to support them.
- Self-evaluation is effective. The manager seeks the views of staff, children and parents regularly to help identify strengths and target areas for improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of how to keep children safe. They know what actions to take if they have concerns about a child's welfare. The manager meets with staff regularly and implements robust suitability checks for all staff, to help ensure that they are suitable to work with children. Staff carry out daily checks to identify and remove potential hazards. They supervise children well at all times as they move around the building and grounds.

## **What does the setting need to do to improve?**

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

- review the organisation of some small-group activities to ensure they provide challenging experiences for children consistently
- improve the planning process so that staff are more aware of children's current next steps and able to provide targeted support to help children make more rapid progress.

## Setting details

<b>Unique reference number</b>	109612
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10072273
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Twin Oaks Playgroup Committee
<b>Registered person unique reference number</b>	RP907890
<b>Telephone number</b>	01202 693 288
<b>Date of previous inspection</b>	29 April 2016

## Information about this early years setting

Twin Oaks Pre-School registered in 1993. It is open from 9am to 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. Nine members of staff, including the manager, work with children. Of these, eight have an early years qualification at level 3.

## Information about this inspection

### Inspector

Rachel Cornish

### Inspection activities

- The inspector observed staff's interactions as children played inside and outside.
- The inspector spoke with the manager, staff, parents and children at convenient times during the inspection.
- The inspector completed a joint observation with the manager.
- The manager and the inspector held a meeting to discuss staff suitability arrangements, professional development and self-evaluation.
- The inspector sampled documentation, including children's assessment records.

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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