

Inspection of Little Oaks Hurst Green Pre-School

Hurst Green Community Association, 4 Oak Close, Oxted RH8 0BA

Inspection date: 14 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive and show their excitement and readiness for play and learning. Staff greet children and their families, and children receive support to locate their name and register their attendance. Staff draw children together shortly after arrival for 'proposal time'. Here, they sing their regular song and staff share information about activities and experiences available to children during the session. Children sit and listen intently and then, after a short time, set off and readily engage themselves in the experiences available. Older children show great kindness to their younger friends. They help them to seek reassurance and support from staff and suggest where they might like to play. This helps children to build good relationships with each other and the staff.

Children take part in differing activities that engage their interest and support their physical development. For example, they listen to music while manipulating play dough. This enables them to listen to the instructions and follow them to poke, push or roll the dough. Children become thoroughly engrossed in creative activities and delight in making potions and perfume. They show great small-muscle skills in using the pipettes to place the water into the bottles. The manager understands how to plan and provide an effective curriculum. She continually works with her team to ensure that their observation, assessment and planning system is effective for all involved. This enables them to target worthwhile aspects for development.

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

- The manager is a truly reflective practitioner, who creates a secure ethos of effective teamwork. She has a secure understanding of her role and responsibilities and how best to support staff. The staff report that they receive effective support from the manager to enable them to provide a good-quality provision.
- Staff clearly understand their key children's learning needs, styles and personalities. They work together as a team, sharing all that they know about children's developmental stages and what children need to learn next. This enables staff to make the most of each interaction with children. The children have consistent key persons, which enables them to build and maintain effective bonds.
- There is highly effective support for children with special educational needs and/or disabilities. Staff have created a dedicated sensory room, using additional funding to great effect. This enables children to be in an environment that meets their individual needs. Staff welcome and work in partnership with other agencies also supporting children and their families. This helps to promote consistency in children's care and learning.
- Children begin to learn to manage their feelings through effective support from

staff. However, on occasions, staff do not provide children with clear explanations about why they must not do something. This does not enable children to further develop a secure understanding of the consequences of their actions.

- Children learn mathematical concepts, and staff support children to sort objects by size. Children use tweezers to pick up the pretend worms and place the long ones in one pot and the shorter ones in another. They also sing songs relating to the activity, such as 'There's a worm at the bottom of the garden'. This further increases children's engagement in their chosen play and learning experience.
- Children have time with staff to reflect on their session. They talk about the activities they have taken part in, what they have enjoyed and listen intently to a poem. However, staff sometimes pose too many questions at once to children. This means that children do not always have enough time to think and respond, which does not enhance their understanding of the flow of a conversation.
- Children have many opportunities to learn about the world around them and celebrations and festivals. For example, staff provide activities and experiences to support children's understanding of Chinese New Year and the Year of the Dragon. Children have opportunities to make decorations and learn about cultural dress. Older children share their knowledge about the wider world and talk about shooting stars and the Northern Lights.
- Staff build effective relationships with parents from the outset. Parents report that the staff are 'amazing' and that their children settle quickly at the setting. Parents comment that staff readily share information about what their children need to learn next and include ideas for learning at home. This promotes a consistent approach to children's care and learning.
- Staff have continual opportunities to seek further courses to increase their knowledge. They access training to enhance their professionalism and gain recognised qualifications. This enables them to continually improve their skills and practice to further support children in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on staff's understanding of the importance of providing children with simple explanations about the consequences of their actions
- provide children with the time they need to respond to questions that staff pose, to build their understanding of the flow of a conversation.

Setting details

Unique reference number	2716491
Local authority	Surrey
Inspection number	10333380
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	34
Number of children on roll	42
Name of registered person	Little Oaks Hurst Green Pre-School
Registered person unique reference number	2716490
Telephone number	07887527542
Date of previous inspection	Not applicable

Information about this early years setting

Little Oaks Hurst Green Pre-school is located in Oxted, Surrey. It is open Monday to Friday, from 9am to 3pm, term time only. The pre-school employs nine staff, of whom seven hold appropriate early years qualifications. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Penticost

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 their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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