

Inspection of Oasis Pre-School

Surbiton Hill Methodist Church, 39 Ewell Road, Surbiton, Surrey KT6 6AF

Inspection date: 25 November 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 Good

What is it like to attend this early years setting?

The provision is good

Children stop as they enter the pre-school to excitedly find their name to place on the board to signify the start of their day. Parents report that they often say goodbye at the front gate, as once children get inside, they do not look back. Children run up to their key person for a hug and a moment of connection before dashing off to find their friends. Staff have carefully designed the environment to cover all areas of the curriculum. They notice when children need a little extra support with their physical development. As a result, staff make use of the external area and the local community, such as the play park behind the setting and nature walks, for children to be active. This ensures that children are able to use the space to build their large and small muscles without limitations.

All children progress in their learning, especially children who may need a little more support, such as those who speak English as an additional language. Parents report significant improvement in what children know and can do after just a few months at the pre-school. Children's behaviour is good. Staff give them opportunities to make decisions and develop the skills needed for friendships through very clear and consistent expectations. When needed, children remind each other of these, such as when participating in small-group experiences with their peers.

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

- Staff share information with parents about their children's achievements and care routines. This helps to keep parents informed about their child's day. Staff also support parents to continue their children's learning at home.
- Staff value indoor or outdoor play experiences to not only promote children's physical skills but their skills in other areas of learning too. For example, as children jump to catch the bubbles, staff introduce simple counting. They encourage children to learn how to take turns and play cooperatively while decorating the Christmas tree.
- Leaders support staff with their practice and well-being. Staff attend supervision meetings to help them to reflect on their interactions with children. Professional development opportunities help staff to build on their knowledge of how to support pre-school children to develop their mathematical skills further. As a result, children confidently count the pom-poms on their artwork and identify numbers displayed around the environment.
- Children with special educational needs and/or disabilities are supported well. Staff invite other professionals to observe children in the pre-school. They work with them to identify and implement targets to help children progress. Staff aid smooth and effective transitions when children move on to school.
- Overall, all children make good progress in their speech and language

development, especially those who speak English as an additional language. Staff carefully consider the use of small-group activities to further extend children's vocabulary and speech and language development. However, occasionally, staff do not provide enough opportunity for quieter children to take part in group conversations to give children rich opportunities to practise and extend their speech and language skills.

- Children become increasingly independent in managing their personal care. They learn to put on their coats when transitioning outside and wash their hands after lunch. Children become resilient as they persevere with any difficulties they encounter, sensitively supported by staff. Children help to cut up the fruit for snack and pour their own water. However, staff do not always encourage children to do as much as they can for themselves at mealtimes to develop their independence further.
- Leaders and staff evaluate the pre-school effectively. They identify where to focus any actions to have the most impact on children's development and welfare. For example, in response to a previous inspection, leaders and staff have further developed the role of the key person. This has supported more effective identification of children's next steps for learning.
- Partnerships with parents are effective. Parents speak highly of the care and education their children receive. They compliment staff on the positive ways they support their children. Parents comment on feeling part of a family. They appreciate the fun and joy the team bring with them every day.
- The pre-school is embedded in the local community. Staff support many activities in the area, such as a community kitchen and a local tree planting initiative. This helps children and their families to learn more about the wider community and the world around them.

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:

- continue to provide opportunities for children to develop their independence, especially during mealtimes or planned experiences
- enhance teaching strategies to further extend children's speech and language skills further.

Setting details

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| Unique reference number | EY269349 |
| Local authority | Kingston upon Thames |
| Inspection number | 10363843 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 25 |
| Number of children on roll | 25 |
| Name of registered person | Oasis Preschool Ltd |
| Registered person unique reference number | RP906064 |
| Telephone number | 07771882134 |
| Date of previous inspection | 11 January 2019 |

Information about this early years setting

Oasis Pre-School registered in 2003 and operates from Surbiton Hill Methodist Church in Surbiton, Surrey. It is open during term time, from 9am to 4pm, Monday to Thursday, and from 9am to 1pm on Friday. The pre-school offers government funded childcare and receives specific funding for disadvantaged children. There are six staff employed in the pre-school. Of these, the manager holds early years professional status, and five staff hold appropriate qualifications at level 2 and above.

Information about this inspection

Inspector
Sarah Phillips

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning

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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