

Woodstock Under Five's Association (WUFA)

Inspection report for early years provision

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Inspector	Gill Little
Setting address	Recreation Road, Woodstock, Oxford, Oxfordshire, OX20 1NZ
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Woodstock Under Five's Association opened in approximately 1971 and is run by a parent management committee. It operates from a self-contained unit in the grounds of Woodstock Primary School in Woodstock, Oxfordshire. Children have access to a secure enclosed outdoor play area. Access to the premises includes a set of steps but a ramp is available as necessary.

The provision is registered to care for a maximum of 24 children under eight at any one time, all of whom may be in the early years age range. It currently cares for 60 children in this age range. It is registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years. There are currently no children on roll in this age range. The provision supports children who speak English as an additional language. Children attend from the local and surrounding rural areas.

The provision is open from 8.45am until 3.15pm during school term times. It is in receipt of funding for the provision of free early education for children aged three and four. It also offers a breakfast club from 7.45am until 8.45am, an after school club from 3.15pm until 6pm and a summer club during the school holidays on a daily basis.

The provision has links in place with the on-site school and nursery, and with some other early years settings including childminders. It employs 10 staff of whom nine hold relevant qualifications. In addition, two staff are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this safe, welcoming and friendly environment. Key persons know children well and effectively support them in making good progress towards most early learning goals. Positive partnerships with parents help staff to support children's individual needs well. Some partnerships with other early years settings which children attend are in place although communications are not yet fully established. Self-evaluation processes accurately identify the strengths and weaknesses of the provision, including the need to develop some documentation. The provision has a positive approach to continuous improvement and has maintained and improved the quality of outcomes for children since the last inspection.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

30/05/2011

To further improve the early years provision the registered person should:

- develop partnerships with all other early years settings which children attend in order to compliment the education and care they receive elsewhere
- support children's growing independence by allowing them to pour their own drinks, serve their own food and tidy up at snack time.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear understanding of safeguarding children procedures and all receive relevant training. All staff hold appropriate background checks and first aid qualifications, and there are good levels of early years qualifications within the provision. This helps to ensure that outcomes for children are good. The staff and committee are currently reviewing policies and procedures to ensure that they are in line with current requirements as this has not been done for some time. They are aware that they must maintain a record of the risk assessment although this is not yet in place. However, this has little impact on children as staff carry out effective daily safety checks and provide good levels of supervision.

The accommodation has recently undergone some redecoration which improves the quality of the environment for all users. Staff provide children with a wide range of easily accessible activities and resources to support all areas of learning. They make good use of the available space ensuring that children have free flow access to the outdoor play area at all times. Children effectively learn to take care of their environment by growing their own flowers and vegetables, and helping to recycle household items.

Staff promote equality and diversity well. They are proactive in identifying children's starting points so that they can effectively support them as soon as they join the provision. For example, they encourage parents whose children speak English as an additional language to share important words and to provide books in their home language for children to use as a comforter and reminder of home. In addition, staff effectively anticipate the requirements of children with special educational needs and/or disabilities by considering how to adapt the environment and activities.

Staff develop highly positive relationships with parents who are very complimentary about the provision. Regular questionnaires seek parents' views which contribute to the self-evaluation process. Staff provide good information to parents about events and issues through detailed newsletters and informative notice boards. They keep parents well informed about their children's progress

through daily discussions, parent evenings and an open invitation to view and contribute to children's development profiles.

The provision has some partnerships in place with other early years settings which children attend, such as the on-site nursery and local childminders. However, they are not yet sharing information about children's progress and have not yet established links with all other early years settings which children attend. This limits opportunities to complement the care and education which some children receive elsewhere.

The staff and committee accurately identify the strengths and weaknesses of the provision having recently completed an audit of the statutory requirements and guidance. Staff are motivated to improve practice and morale is good. They are currently developing some aspects of documentation and are continuing to make improvements to the environment.

The quality and standards of the early years provision and outcomes for children

Children display a strong sense of belonging as staff provide lots of praise and encouragement for their small achievements. They confidently explore the activities available and are building strong relationships with their key person, other staff and their friends. They demonstrate good levels of behaviour for their ages as staff act as very positive role models. They develop some good skills for independence although this is more limited at snack time when staff tend to carry out tasks which some children could do for themselves.

Children have a positive approach to learning and show a keen interest in the activities available, which appeal to both the small number of boys and large number of girls. They receive good support from their key person and other staff who use open-ended questions and explanations to challenge, extend and clarify their thinking. For example, children carefully balance items in a weighing scale, noticing when one side weighs more than the other and are able to explain, with support, what is happening. They are able to choose activities freely, such as preparing 'breakfast' in the home corner where they become engrossed for extended periods of time playing with oatmeal. They spoon it into different containers, stir it and pick it up carefully with their fingers. This effectively develops their physical, creative and problem solving skills, and staff are on hand to support them when necessary.

Outdoors children are able to further extend their physical skills using a good range of equipment to develop different movements, such as climbing, sliding, crawling and rocking. They know that they can ask staff for additional resources, such as bikes, if they want them. They have easy access to other activities, such as chalking on blackboards or washing dolls in the water tray. This encourages children who like to be outdoors to develop a range of different skills. Children also take part in regular outings in the local community, such as visits to the library, shops and fire station, which effectively supports their understanding of the world

around them.

Children benefit from free access to the outdoor play area and enjoy a healthy diet, such as fruit and milk at snack time. They learn to wash their hands effectively under the careful supervision of staff who encourage them to rub their hands together well and to use paper towels. Various topics covering healthy living effectively help children to develop a good understanding of this. Children also show a good understanding of how to keep themselves safe, such as carefully going up and down the steps between the indoor and outdoor environments and being careful not to run over each other's toes when they are playing on bikes.

The staff have developed an effective key person system which ensures that they are familiar with the individual needs, interests, levels of development and next steps in learning of all children, including those with English as an additional language. They record some of this information in development profiles to keep an overview of progress. They contribute ideas for their key children's next steps into the overall planning structure which covers all six areas of learning equally and supports children in making good progress towards most early learning goals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met