

Woodstock Under Five's Association (WUFA)

Recreation Road, Woodstock, Oxford, Oxfordshire, OX20 1NZ

Inspection date	15/12/2014
Previous inspection date	16/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff are very caring and attentive to the children. Consequently, children settle well and are developing confidence which emotionally prepares them for the next stage in their learning.
- There is a wide range of resources and toys available, both indoors and outside. As a result, children benefit from activities which interest them and they enjoy their play.
- Partnerships with parents and other agencies build positive relationships. Consequently, children receive satisfactory support for their needs.

It is not yet good because

- The quality of teaching is uneven as staff training and experience is widely variable. Staff do not always use questions which are appropriate for the age and stage of children's development to improve their learning, and they do not sufficiently promote children's early literacy in their self chosen play. This means that some children do not make the best progress they can.
- Some staff do not identify clearly children's development level, including children's starting points, or use assessments to effectively plan sufficiently challenging experiences for all children.
- The manager does not fully monitor and analyse practice to provide a secure self-

evaluation. This means that she does not always identify weaknesses accurately and so planned improvements do not sufficiently focus on improving children's achievement.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all areas of the provision.
 - The inspector held discussions with the manager, staff, children and the management committee chairperson.
 - The inspector took account of the views of parents and carers spoken to on the day.
 - The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork, including children's records, risk assessments and suitability checks on staff and policies, including those regarding safeguarding and behaviour management.

Inspector

Victoria Weir

Full report

Information about the setting

Woodstock Under Five's Association opened in 1971 and is run by a voluntary 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 on the Early Years Register. There are children on roll. It is registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years. There are currently 41 children on roll in this age range. The provision supports children who speak English as an additional language and children who have special educational needs and/or a disability. 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. There are twelve members of staff employed to work with the children of whom seven have appropriate early years qualifications. This includes one member of staff who has qualified teacher status and the manager who has a qualification at level 5.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the monitoring of planning and assessments to ensure assessments identify children's starting points and all staff use information from observations to identify more securely the next steps in children's learning to plan and provide activities that are closely tailored to children's individual needs.
- ensure all staff have the appropriate training, skills and knowledge to improve the quality of teaching, in particular regard to the use of skilful questioning and support for children's early literacy to enable all children to make the best progress they can.

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

- implement a systematic method of rigorous self-evaluation to effectively identify and promptly address aspects of the provision, which require improvement, for example, with regard to the quality of teaching and learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff team are working together to use a new observation, planning and assessment system. All staff observe children's play and learning. However, some staff are unsure about the level of children's development and they do not clearly identify next steps in children's learning, or establish children's starting points. This means that staff do not always use assessment information to influence the activities they make available to children. As a result, some activities do not always reflect children's capabilities successfully and provide a suitable level of challenge, and children lose interest. For example, some children who took part in a group craft activity found it too difficult to follow instructions and complete the accurate cutting required. Staff did not simplify the task for younger children or clearly demonstrate the instructions by example. Staff generally work well with parents of children with special educational needs and/or disabilities, to support their learning and development. For example, the pre-school swiftly involved other educational professionals to help them provide targeted activities to help children make continued progress and effectively close gaps in their learning and development. Staff use informal chats and parents' evenings to discuss what they know about key children's development. Staff share daily planning which helps parents extend children's interests and learning in the home. This ensures continuity in children's care and learning.

Some practitioners effectively promote children's learning through strong practice and children enjoy their time at the setting. For example, small groups of children cluster around their key person for story time. Stories are well told with lots of expression and children are encouraged to participate. Children can see and hear clearly and are completely engaged, as they listen attentively and contribute their own thoughts and responses. Staff also get down to the children's level and extend their learning through joining in their small world play. For example, they encourage children to match farm animals and talk to them about the names of the animals, promoting conversation, matching and learning about the world. However, the quality of teaching overall is variable as staff currently have a varying amounts of experience and knowledge of the learning and development requirements of the Early Years Foundation Stage. Some staff do not use effective questioning to challenge children in their thinking, or sufficiently promote children's early reading and writing skills. This means that some children may not make as much progress as possible. For instance, some staff do not direct children's attention to letters as they write children's names on their art work. This is because some staff consider children to be too young to explore letters and sounds. Children appreciated staff involvement in their pretend play. However staff did not use effective questioning to extend their ideas and challenge their thinking.

Staff encourage children to be physically active. Children move freely from indoors to outdoors and have opportunities to develop both small and large muscle control during their day. Staff encourage children's language effectively overall as they introduce new words into children's play, and provide commentary on their play. As a result, children are confident communicators. This helps children develop social skills as they learn to listen

and consider other children in their play. Staff teach children to recognise numbers and count. As a result, children use mathematical language freely in their play. Children are generally developing the skills they need for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Staff ensure that children benefit from gradual and sensitive settling-in arrangements, which helps them settle well. Each child is allocated a key person to support them, who liaises closely with their parents, to ensure their transition from home into the pre-school is a smooth and positive experience. Parents provide information about their child and have ongoing discussions with their child's key person. The key-person system generally ensures children receive appropriate support and they bond well with staff which develops children's confidence appropriately. Although some key persons do not fully consider the individual needs of each child as there are weaknesses in their assessment and planning.

Staff are sound role models, and their patient and calm approach helps children learn social skills which helps them form special friendships. They behave well and staff encourage them to follow the rules of the pre-school, for example, walking up and down the steps to and from the garden safely. Staff also teach them how to resolve minor conflicts for themselves. Staff deploy themselves so that they can supervise children well.

The rooms are colourful and welcoming, with a wide range of resources that enable children to freely change activities according to their interests. This helps children to develop their independence. Children, who attend after school are offered activities more suited to their age and stage of development, and they also have freedom to play with items of their choice. Overall, resources, such as books and activities, support children's understanding that they have similarities and differences that connect them to, and distinguish them from other people.

Children have ongoing opportunities for fresh air, natural light and exercise in the outdoor area, promoting their health and physical development. The staff provide a healthy variety of snacks. Children sit with staff in sociable groups at snack and mealtimes. Staff encourage children to manage their own self care as appropriate, such as putting on their own coats. Reminders of expectations, praise, and consistent routines promote children's understanding of good hygiene habits. For example, they wash their hands prior to eating and older children manage to wipe their nose independently and dispose of tissues appropriately. Children have some opportunities to learn to assess risks and their own capabilities and how to keep themselves safe, as they use balance bikes or climb on the climbing frame. Staff promote discussions, stories and role play about school and organise visits from teachers and visits to the adjacent school. This helps to ensure that the majority of children are emotionally well prepared for the next stage in their learning.

The effectiveness of the leadership and management of the early years provision

In discussions the manager has identified a previous incident where they did not fully meet the safeguarding requirements for the Early Years Foundation Stage. The management took appropriate action. They have reviewed and improved the safeguarding procedures and training for all staff. The designated persons for child protection have received training for their roles and they have a secure understanding of their responsibilities. They ensure all staff receive regular training in safeguarding. All staff are now able to identify child protection concerns and act on these appropriately. They understand the importance of whistle-blowing and have a procedure in place to follow if they have concerns about staff practice. Therefore, all staff are confident to report concerns, and in turn this means that children are appropriately protected.

The management team have an adequate understanding of the learning and development requirements. Although they regularly review the planning, assessments and staff's practice, the monitoring is not sufficiently robust across the pre-school. Regular team meetings and appraisals support staff development. Team meetings provide opportunities for staff to contribute to the running of the pre-school. The manager is establishing ongoing supervision sessions for staff to discuss where they need support to improve their skills. However, the manager has not fully identified gaps in staff knowledge of the assessment, observations and planning system. She realises that the quality of teaching is currently variable as a result of the wide range of staff qualifications and experience. Although she has not fully identified all staff's training needs to address this weakness. Therefore, children do not receive sufficient support to make good progress in their learning and development. Improvements have been made since the last inspection. For example, children receive good support to become independent as they help themselves to snack. However, the self-evaluation does not routinely take account of some areas of identified weaknesses, as it does not include rigorous monitoring.

Parents use words such as 'helpful' and 'caring' to describe staff. Parents confirm they receive satisfactory information about the provision and their children's care. Newsletters help to keep them up to date with many developments. The management actively seek parents' views to help them identify possible improvements. Appropriate partnerships with the local school, which the majority of children will attend, help to ensure continuity for children when they move on to school. Practitioners work alongside outside agencies, such as their local authority's early years special educational needs intervention teacher. This ensures that any additional support which children need is provided. Overall children enjoy their time at the provision and make satisfactory progress towards the early learning goals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	133468
Local authority	Oxfordshire
Inspection number	846404
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	41
Name of provider	Woodstock Under Fives Association Committee
Date of previous inspection	16/05/2011
Telephone number	01993 810044

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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