

Woodstock Under Fives Association (WUFA)

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



Inspection date

1 December 2015

Previous inspection date

15 December 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The management arrangements for the pre-school are weak. Leaders do not have an accurate view of what needs to improve. They fail to recognise that not all staff are confident in planning for children's learning and monitoring their progress.
- The quality of teaching is inconsistent. Not all children make good progress. Some activities are too difficult for children, and some are not challenging enough. Parents are not fully involved in planning for children's learning. They do not receive regular information about the progress their children make.
- Recruitment procedures lack rigour. There is no evidence to demonstrate that all staff have been checked thoroughly and cleared to work with children. This impacts on children's safety.
- Support for some children's learning is not good enough, especially older or more able children, or those who speak English as an additional language.
- There is no named deputy manager in place. This is a breach in legal requirements.

It has the following strengths

- Staff work together well as a team and are committed to making the necessary improvements.
- Children enjoy their time at pre-school and benefit from positive relationships with the staff.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure evidence is kept on the premises of all checks that have been carried out on all staff to ensure they are suitable to work with children 	29/02/2016
<ul style="list-style-type: none"> ■ make better use of the supervision of staff to accurately identify the quality of their performance, address training needs and ensure that they have the relevant skills, experience and expertise to accurately plan for and monitor children's learning and development 	29/02/2016
<ul style="list-style-type: none"> ■ ensure there is a named deputy manager who is capable and qualified to take charge in the manager's absence 	04/01/2016
<ul style="list-style-type: none"> ■ improve the procedures for planning for children's development to ensure that staff consistently take account of children's interests, preferred styles of learning, skills and abilities 	29/02/2016
<ul style="list-style-type: none"> ■ make better provision for children whose home language is not English to ensure they consistently make good or better progress in all areas of learning and are ready for starting school 	29/02/2016
<ul style="list-style-type: none"> ■ ensure that parents and carers regularly receive regular information about their child's progress and are fully included in supporting their children's learning at home 	29/02/2016
<ul style="list-style-type: none"> ■ improve the use of assessment to ensure that parents, staff and leaders clearly understand the progress each child and groups of children make and accurately identify at an early stage any gaps in children's learning so these can be targeted accordingly 	29/02/2016
<ul style="list-style-type: none"> ■ ensure that the registered person, the manager and any person caring for, or in regular contact with, children, and any person who lives or works on the premises where childcare is provided (including on a voluntary basis), is suitable to work with children. This must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register) 	29/02/2016
<ul style="list-style-type: none"> ■ ensure that the registered person, the manager and any person caring for, or in regular contact with, children, and any person who lives or works on the premises where childcare is provided (including on a voluntary basis), is suitable to work with children. This must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register). 	29/02/2016

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning and development both inside and outside.
- The inspector talked to staff and checked their understanding of the pre-school's policies and procedures, especially those relating to keeping children safe and planning for children's individual learning needs.
- The inspector carried out two joint observations with the pre-school manager to evaluate the quality and impact of teaching.
- The inspector talked to children and asked them what they enjoyed doing at pre-school.
- The inspector talked to parents who were available on the day of inspection and took account of their views.
- The inspector talked to the pre-school manager and the management committee chairperson about how they monitor the quality of practice and identify further ways to improve.
- The inspector looked at a range of records and policies, including confirmation to see whether staff had been suitably checked to work with children, training certificates, records of children's progress and development plans.

Inspector

Jo Caswell HMI

Inspection findings

Effectiveness of the leadership and management is inadequate

The pre-school manager has failed to ensure that the necessary changes have been made since the last inspection. Weak leadership has meant that staff roles and responsibilities are not clearly understood. No named person has been nominated to act as the deputy manager in the manager's absence. Leaders have not ensured that staff have been properly supported in making changes to the curriculum and assessment arrangements. Supervision meetings are irregular and not used effectively to support staff and address their training needs. Insufficient opportunities have been provided for staff to undertake suitable training to update their knowledge of how to plan for children's learning. Consequently, staff lack confidence in this area and this impacts on the quality of provision. Limited arrangements to monitor staff practice mean leaders are not always aware of which staff need additional support. Safeguarding arrangements are ineffective as evidence is not available to demonstrate that all staff have been deemed suitable to work with children. This is also a breach of the Childcare Register legal requirements. Arrangements for self-evaluation are ineffective as the pre-school manager has not identified the priority improvement areas. The management committee recognises its role in driving improvement. However, the weaknesses identified at the last inspection have not been addressed.

Quality of teaching, learning and assessment is inadequate

Not all staff have the relevant skills and expertise to adequately support children's learning. As a result, planning is weak. Staff do not make full use of the information they have about children to organise activities. This means not all children are challenged and this hinders their learning. For example, during a whole group activity, older and more able children were not challenged enough and the needs of children who speak English as an additional language had not been considered. Teaching is not always effective to support the younger children's learning. For example, the expectation for two-year-olds to recognise their full name is inappropriate. Staff lack understanding in teaching children's about the sounds letters make. Despite the weaknesses in teaching, staff read stories to children with good expression and imagination and make good use of the outside area to extend children's learning.

Personal development, behaviour and welfare are inadequate

The impact of weak teaching means children do not consistently develop the skills they need for starting school. For example, weak planning mean not all children remain interested in activities. This is because staff do not always take account of children's interests and abilities and this impacts on the progress they make. Children and staff form close relationships and good attention is given towards keeping children safe on the premises. There is a happy atmosphere within the pre-school and children approach staff confidently for comfort and reassurance. Effective strategies are used to help children learn to share and take turns in their play and begin to understand the needs of others.

Outcomes for children are inadequate

Inadequate assessment means that staff do not have an accurate picture of what children can do and understand. As a result, they cannot closely monitor the progress all children and groups of children make, and be sure activities offer children relevant challenge. This slows children's progress and means they do not achieve as well as they could. The named staff members who are responsible for each child do not regularly share information with parents about children's progress. This hinders the ways parents can extend children's learning at home.

Setting details

Unique reference number	133468
Local authority	Oxfordshire
Inspection number	1006261
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	24
Number of children on roll	36
Name of provider	Woodstock Under Fives Association Committee
Date of previous inspection	15 December 2014
Telephone number	01993 810044

Woodstock Under Fives Association (WUFA) opened in 1971 and is run by a voluntary management committee. It operates from self-contained premises in the grounds of Woodstock Primary School in Woodstock, Oxfordshire. Children have access to a secure enclosed outdoor play area. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 36 children aged under five years on roll. The provision supports children who speak English as an additional language and children who have special educational needs and/or a disability. 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 years. It also offers a breakfast club from 7.30am until 8.45am, an after school club from 3.15pm until 6pm and a summer club during the school holidays. A team of 10 staff work with the children. Of these, six have appropriate early years qualifications. This includes one member of staff who holds a degree in early childhood and the manager who has a level 5 qualification.

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Piccadilly Gate
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