

# Deddington Partnership Foundation Stage Unit

Inspection report for early years provision

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<b>Unique reference number</b>	EY330043
<b>Inspection date</b>	07/11/2011
<b>Inspector</b>	Maxine Coulson
<b>Setting address</b>	Deddington Primary School, Earls Lane, Deddington, BANBURY, Oxfordshire, OX15 0TJ
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

Deddington Foundation Stage Unit registered in 2006 and is one of two settings in the village. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built setting in the grounds of Deddington Church Of England Primary School in the village of Deddington. Children attend from the local community and surrounding areas.

The premises consist of two classrooms; toilets for children and staff including disabled facilities, a kitchen and office. Children have access to a fully enclosed outdoor play area. The setting opens Monday to Friday during school term time only from 8.30am until 3.30pm. They will, however, offer care if required, during the Easter and Summer holidays.

The setting is registered to care for 20 children under the age of eight years. There are currently 31 children on roll who attend for various sessions. There are six staff who work with the children, of these, five have appropriate early years qualifications and one is working towards an NVQ at Level 2. Two staff are also working towards higher qualifications. The setting receives support from the local authority and a qualified teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Overall, children enjoy a good range of fun and stimulating activities. They have easy access to suitable equipment and resources as they play in a happy, inclusive environment. Children and their families are warmly welcomed into the setting by a team of friendly and caring staff who work hard as they aim to meet the individual needs of the children. Children are making good progress in their learning and development and staff undertake sensitive observations, with the next steps in the children's learning clearly identified. The manager has plans for the future of the setting overall and together with the staff and committee, evaluates the setting, identifying strengths and areas for development. However, the organisation of the day to day running of the setting sometimes impacts in a way that prevents the continuous driving of improvement.

## What steps need to be taken to improve provision further?

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

- consider the operational running of the setting in order to continue to drive forward improvements.
- extend the daily range of toys and resources that reflect diversity and

promote positive images to further develop children's understanding and respect for different cultures and ways of living.

- create a comfortable book area where either children and adults can enjoy books together or children look at books for their own enjoyment.

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

Children are suitably safeguarded because there are effective systems in place to promote their welfare and safety. Staff have a good understanding of the child protection policy and records relating to staff Criminal Records Bureau disclosures contain all the required information. Management ensure that recruitment procedures are sufficiently robust and staff are suitable to work with children. Risk assessments are in place to ensure the premises are hazard free and allow children to play safely. Children have free flow access to a secure outdoor play area throughout most of the session. Staff ratios are maintained and are sufficient to effectively manage the behaviour of all children. There is a high number of staff who maintain first aid qualifications; this means children can receive appropriate care following minor accidents or injury.

Children benefit from the open relationships developed between staff and their parents and other carers, who feed back very positively about the pre-school and the care the children receive. One parent says 'she is my barometer and I measure how happy she is by what she says and what she does and she is very happy'. Effective strategies are in place for sharing information between both parties, namely through notice boards, newsletters, parents' evenings and the daily two way feedback upon children's arrival and departure. Policies and procedures are readily available within the main entrance and parents enjoy access to children's development records whenever they wish to do so. Overall, staff know and use inclusive practices; this means they are meeting children's welfare needs appropriately.

Children are making good progress with their development. There is an array of activities the children can choose to participate in and resources are readily available. Suitable procedures are in place to provide support to all children at the setting, including those with special educational needs or children who speak English as an additional language. The manager has clear plans on how she wishes to take the pre-school forward and looks at ways and practices that help narrow the gap in children's learning. However, due to heavy work loads from managing both this pre-school and the sister nursery, improvements are not always happening at the pace that is predicted. She works closely with a strong team of pre-school staff and committee members who play an active role in planning and preparing changes. Regular meetings enable staff to share new ideas and ensure all are able to fully participate and they demonstrate a high level of commitment in bringing and implementing changes to help improve outcomes for children and within the setting as a whole.

Systems are in place to share information from the sister nursery as the children move up into the pre-school and there are strong partnerships in place with the

school and the reception class teacher. This means transitions through the settings are smooth, well supported and children eagerly anticipate starting school.

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

Children enter into a warm and welcoming setting where they have access to a lovely range of toys and equipment. They play in an open-plan area, where they can move around freely and independently. They also have access to the adjoining reception class during certain sessions; this means children are familiar with the environment and adults as they move up, helping them settle quickly and confidently into school life.

The area in which the children play is bright and airy and full of posters, pictures and photographs showing children fully involved in purposeful play. They proudly display their art work, such as self portraits, and are quick to point out photographs of themselves that hang from the ceiling, developing their sense of achievement and self-esteem. Children experience a good balance of adult-led and child-initiated activities and play opportunities and are keen participants. Staff are quick to recognise when children need support in their play or when children are quite happy playing together or alongside their peers and friends. For example, children sit at the table with straws and build shapes with the support of a staff member as she asks effective, open ended questions, such as, what shape/colour is this? Children sit and chat with staff while using chalk and paper to draw fireworks and talk about their own individual experiences with fireworks over the weekend with great enthusiasm and excitement.

Children display good hand-eye coordination skills as they play with puzzles, mark make in varying ways, using pens, pencils, paintbrushes, chinks or simply drawing patterns in the sand. Children really enjoy looking at books and will confidently 'tell' the story as they look at the pages and relate what's happening. They are beginning to understand print carries meaning as they sit together and point to the words and recount a well loved story. However, the book area is currently set up where adults and children have to walk through to access the main door in the room; this means children have limited opportunities to sit and look at books quietly and undisturbed. Their play areas have many sources to develop language skills as signs post words next to everyday objects and equipment. Children have opportunities to recognise their name, for example, snack place mats and staff use many activities and play to extend and introduce new words into their vocabulary.

Children cooperate and play well together and display excellent skills at sharing and waiting their turn. For example, they know to use the egg timer when they wish to use the computer and happily sit with their friends sharing advice while waiting for their turn. They use IT equipment with high levels of confidence and skill and play touch screen games with huge amounts of fun and laughter as they match colours with eggs that run after chickens. Children play well together, show kindness and concern to their friends and peers and older children help younger children, as they develop their sense of security and belonging. They count out

and stack squares as they identify which stack is longer/shorter; they add and subtract and learn how numbers can get bigger and smaller promoting their understanding of problem solving and reasoning. They act out in their play what they already know, such as playing with dolls and changing nappies using baby wipes and gloves and talk excitedly about pets at home. Children are learning about their local community as they take walks to visit the library, local allotments or the fire station, for example. They take part in a variety of activities as they learn about different cultural festivals and celebrations. However, there is a limited range of toys and resources that reflect diversity and promote positive images available for the children to access on a daily basis.

Children are gaining in independence as they can access the bathroom themselves and wash their hands at all appropriate times, especially after using the toilet, before eating snacks or after playing in the garden. Children sit together as a group at snack and lunch times. The pre-school provide a variety of snacks while parents provide a packed lunch. Children are encouraged to pour their own drinks during snack times and fresh drinking water is readily available whenever the children get thirsty. Children have many opportunities to be active outdoors, as the sessions run with an open door to outside play most of the time. They have plenty of choices to make when playing outside whether they wish to ride in a car, look at books, chalk on the wall or even digging up dirt. There is plenty of space for them to run around both outside and inside as they access the school hall. Here they can move around feely playing games with large parachutes or dancing to music pretending to be fireworks; this means their physical development and well-being is being fully promoted. Children are happy, confident and flourishing well in this secure, caring and energetic setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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