



## **Deddington Partnership Foundation Stage Unit**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY330043
<b>Inspection date</b>	11 September 2006
<b>Inspector</b>	Maxine Coulson
<b>Setting Address</b>	Deddington Primary School, Earls Lane, Deddington, BANBURY, Oxfordshire, OX15 0TJ
<b>Telephone number</b>	01869 337383
<b>E-mail</b>	
<b>Registered person</b>	Deddington Partnership Foundation Stage Unit
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Deddington Foundation Stage Unit registered in 2006. It is one of two settings in the village. It operates from a purpose built unit within the grounds of Deddington Church Of England Primary School. Within the premises there are two classrooms, toilets for children and staff including disabled facilities, a kitchen and office. Children have access to an enclosed outdoor play area.

The group opens Monday to Friday from 08.40 until 15.15 during school term time.

The holiday club is open for several weeks during most school holidays from 09.00 until 15:00. It is registered to care for 20 children at any one time aged from two to five years. The group supports children who have learning difficulties and/or disabilities and English as an additional language although none currently attend.

There are six staff who work with the children, of these, five have early years qualifications and one is currently working toward a level 2 qualification in Child Care and Education. The setting receives support from the local authority and a qualified teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are beginning to develop good hygiene habits. Through staff's guidance and help, they are learning, for example, to wash hands after messy play and after using the toilet and understand why they need to do this. Staff's good hygiene procedures help prevent the risk of the spread of infection, this means children are healthy.

Children benefit from a variety of healthy snacks provided by staff. Children know when their appetites are satisfied and when to ask for more drinks and snacks. Children are beginning to develop an awareness that appropriate clothing can also keep you well. For example, when playing outside they wear coats and jumpers to keep them warm.

Children enjoy physical play at each session. They have fun and stay fit and healthy through activities and resources that develop large physical skills and co-ordination. They learn to control their movements when they jump, hop, climb and balance. Children show a positive attitude to participating in outside and physical play by enthusiastically joining in with the fun activities staff provide.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a bright, welcoming and relaxing environment. The room is organised well so that the children can move around safely and independently and can see all that is on offer. Children eagerly access a wide range of safe, good quality and appropriate equipment and resources. Staff give explanations to children to help them understand why they cannot do certain things. For example, not to walk around without any shoes on as they may tread on something and hurt their feet. This helps children to take responsibility for keeping themselves safe.

Premises are safe and secure and staff are aware of who comes and goes at all times. There are good emergency procedures in place, with regular practice drills, so that children become familiar in how to leave the building quickly and safely.

Children's welfare is well protected because staff understand their role in child

protection and the procedures to follow. They are able to put appropriate practices in place when necessary. There is a clear policy, which is accessible for parents to read and most staff have attended the relevant training.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, settle well and develop confidence through staff knowing and meeting children's individual needs. Staff help develop children's sense of self esteem and self worth by consistently praising their achievements. Children show a great interest in what they do, settle well and form positive relationships with each other and staff. Children ask questions, use initiative and communicate well, talking to adults with confidence and involving them in their play. Children are learning to distinguish between right and wrong, for example following rules, taking turns and sharing.

Children acquire new knowledge and skills, which are shared with parents on a regular basis. For example, parents have up to date knowledge on how their child is progressing. Children are making good friends and they play happily together. They initiate their own games and join in group activities with delight and enthusiasm. For example, children use a picture matching game to hide one picture from each other and use descriptive language so that others in the group could try and guess what was being described. They eagerly await their turn to describe a picture, and cheer with great excitement as each picture is guessed correctly. Children are becoming independent through learning to make choices, such as which activity to take part in.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. They are happy and enjoy attending the setting and show consistent interest in the wide range of stimulating and fun activities. They have easy access to a variety of well thought out resources which help them develop in most areas of learning. Staff have a sound knowledge of the Foundation Stage, a good range of teaching methods and a clear understanding of how children learn and develop. Staff use rigorous observations and evaluations to help them effectively plan the next steps in the children's learning. Staff manage children's behaviour well through providing an interesting and welcoming environment.

Children show a sense of belonging as they confidently play with their peers and have a positive attitude to learning. Children communicate well and are eager to answer questions and join in discussions. They are actively involved in play throughout the session. They are gaining independence as they learn to take responsibility for their own personal care such as visiting the toilet and washing hands afterwards. Children practise writing their own names on their work. However, there are limited opportunities for children to learn that print carries meaning through the use of signs, notices and labelling. Children confidently count to ten and beyond and they are beginning to use language to describe quantity. However, staff do not provide enough focus on maths activities to allow children to develop their understanding of calculation, measure and problem solving.

Children are developing an interest in their wider community. For example, through walks into their local village or having visits from people that work in the local community. For example, a Health Visitor. They have opportunities to learn about other cultures, festivals and countries and have access to a range of high quality toys and resources that reflect positive images and diversity. They are gaining good levels of hand/eye co-ordination through activities that allow them to use tools and smaller pieces of equipment.

Children show good imagination and use role play to enact what they know, extend communication skills and initiate play. They have easy access to toys and equipment to allow free and spontaneous play. Children are encouraged to explore creativity and their senses during art activities. They have regular opportunities to experience music and dance and participate in these activities with great enthusiasm and eagerness. For example, use scarves and ribbons to wave and throw while dancing, hopping and skipping round during a dance session.

### **Helping children make a positive contribution**

The provision is good.

Children are developing good self-esteem and a sense of self worth through staff knowing and meeting their individual needs well. They play happily with other children of the same age helping to develop social skills. Children are beginning to learn and understand the need to share. Staff maintain a calm and purposeful atmosphere which means children enjoy and are involved and interested in their play and activities, this means they behave well. Overall, children know when they have done well through staff's acknowledgment and praise. The setting does not currently support children with learning difficulties and disabilities, but have good arrangements in place.

Children have regular access to a wide range of activities and resources that help them learn about differing lifestyles and cultural events and celebrations. Toys and equipment reflect positive images and diversity. Children are learning to consider and value others through discussions and activities with their peers and staff. Spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the positive and friendly partnership staff have with parents and their effective involvement in their children's learning. The daily sharing of information, regular newsletters and parents' notice board helps staff and parents work together to meet children's individual needs. Staff provide information about planned activities and how the children are learning and progressing with parents, ensuring children's welfare, care and learning is consistently promoted.

### **Organisation**

The organisation is good.

Children enter confidently into a warm and welcoming environment with sufficient

staff to ensure children are safe and secure. Staff make and record observations for children and use them to help plan children's development. Staff offer a variety of fun activities to help build children's confidence and develop new skills. Induction training and appropriate written policies and procedures ensure staff are able to safeguard children's welfare. However, occasionally not all policies are available on site. Staff share information with parents and keep clear up to date records to ensure all children receive consistent care and their individual needs are met.

Leadership and management are good. The manager and the staff work well together to ensure all children have the best available care. Staff use nursery education plans effectively to ensure children are making good progress along the stepping stones. Plans show how children are developing new skills and knowledge across most areas of learning. Through effective use of observations and evaluations, staff are able to plan the next steps of children's learning and development.

Overall, the provision meets the needs of the range of the children for whom it provides.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Ensure policies and procedures are on the premises and available at all times.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Provide sufficient activities to ensure children have daily opportunities to calculate, measure and develop recognition of basic numerals.
- Provide an environment that reflects the importance of language through signs and notices.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)