

Uffington C of E Primary School Foundation Stage Unit

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Uffington Church of England Primary School Foundation Stage Unit is run by the governors of the school. It is registered to take two-year-old children in 2010. It operates from a purpose-built unit within the school grounds and has its own outdoor play area. It is situated in the village of Uffington, in the Vale of White Horse, and children attend from the local community and other local rural villages.

The unit is registered on the Early Years Register to care for a maximum of four children aged two years at any one time. It currently has one two-year-old on roll with a further three children who turned three in January 2011. This provision is within the school's Foundation Stage Unit which can cater for a total of 30 children from two to five years; currently this has 25 children on roll of whom 15 are in the early years age range. The unit operates from 9am until 3pm on weekdays during term times, with the two-year-olds attending various sessions within the school day.

The Foundation Stage Unit employs four staff all of whom hold relevant qualifications, including Qualified Teacher Status. There are existing partnership arrangements in place with a local nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The diverse needs of each child are met very effectively by qualified, experienced staff who recognise that each child in their care is unique. Parents enjoy excellent verbal partnerships with staff which contribute significantly to ensuring the individual needs of each child are effectively identified and met. Staff build good links with local and professional services and early years practitioners to make sure that all children are fully supported and make excellent progress with regard to their starting points. The whole school and staff teams regularly evaluate their practice and are skilled at identifying areas for future improvement in order to promote very positive outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing a system to encourage parents to contribute to their child's formalised records of achievements and progress, in order to have a say in their child's ongoing assessment and next steps in learning.

The effectiveness of leadership and management of the early years provision

Clear strong leadership from both management and the staff closely monitor the Foundation Stage Unit and the partnership with the children is promoted extremely well owing to input of qualified staff and teachers. The Early Years manager has a clear vision for the future self-evaluating fairly and firmly, and she is very competent at her job. Extremely high quality recruitment procedures are in place ensuring that only staff that are suitable to work with children are appointed. The Early Years manager has a thorough understanding of the legal duties and responsibilities. Inclusive practice and the strong leadership from the team of staff has given this Foundation Stage Unit an ability to continuously improve which is brilliant. Staff are well motivated, enthusiastic and work together closely to provide a welcoming, attractive environment where children's welfare, learning and development needs are effectively met.

Staff meet regularly to contribute to the monitoring for the benefit of the children. Everyone, this includes all the school staff, is encouraged to contribute their ideas, thoughts and suggestions for improvement. Individual staff contribute to their appraisals which help to identify any practice issues or training needs. Staff regularly undertake training to keep their skills and knowledge up to date with new legislation and current educational and care ideas. This is a fully inclusive setting where all children are welcomed and their differences are celebrated.

All staff develop very strong partnerships with parents and value the regular exchange of information that enables them to take account of children's learning and starting points. Children with additional needs are extremely well supported, with effective relationships established with any other professionals involved in their care. Staff regularly evaluate their practice and are very responsive to the individual needs of children, their families and changing regulatory requirements. However, the two-way flow of communication with parents is mostly verbal and the Unit has not developed a system to encourage parents to contribute to their child's formalised records of achievements and progress, in order to have a say in their child's ongoing assessment and next steps in learning.

The environment is welcoming and child-centred, with a wide variety of children's craft work on display. Many resources in low-level storage units ensure children can freely access them which leads to greater independence and enables children to make choices. Older children act as good role models for the younger and new children and they develop caringly and responsibly. Children know the daily routines and feel extremely relaxed and safe. They behave well because they know that this is what the staff expects of them. The whole school shares the golden rules. The children share equipment and ask politely if they need something. While they are working staff engage children in meaningful conversation to increase their vocabulary and ability to hold conversations with each other and the adults. Staff go that extra mile with the children to make learning fun and thoroughly enjoy doing so. Children and staff enjoy each other's company, laugh together and work hard.

The responses of parents spoken to were very positive and they were pleased with the work the staff have done to settle these very young children into and become part of a foundation class.

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

Children excel in the excellent care of the sensitive adults who clearly enjoy their relationships with children and their families. There are robust procedures in place to ensure children's continuing safety. Risk assessments are undertaken regularly. Children are encouraged to learn about keeping themselves safe. For example, children are reminded to walk inside and they regularly practise the fire drill so they know how to evacuate the premises quickly and safely in an emergency. Hats and wet weather items of clothing are stored at child height for ease of access so that outside can be used safely in all weathers. Children's health is effectively promoted, for example, children frequently wash their hands after playing with messy materials. Staff help children learn to manage their own behaviour through sensitive and appropriate guidance. Staff work closely with parents and partner agencies to provide a consistent approach to social skills for individual children. Children's behaviour is exemplary and staff provide positive role models to encourage the maintenance of this.

Children make excellent progress in their learning and development in relation to their starting points and subsequent achievements. The key person system means that children's progress is regularly and methodically observed and noted in their individual folders; therefore, planning is responsive to individual children's interests and identified next steps in learning needs. Plans ensure that all areas of learning are thoroughly covered and the main focus of daily planning is the individual child. Children enjoy talking to staff, and to each other, and establish caring relationships with one another, for example, children readily share resources to make models of their choice.

Children confidently select resources and use them to explore shape, size, position and quantity, such as when playing in the home corner which has been converted to a hairdresser's. It is purposefully set out with various items easy to reach, so that children can role play as they use the materials where they can brush, and measure and estimate the different sized items placed around one's head. Using the mirror to position hair clips in a trusting adult's hair, this activity is very worthwhile, as the adult is tracking the activity and extending the child's language as well as identifying how a mirror offers differing perspectives such as left and right. Children's mathematical understanding is extremely well developed. Children regularly count in every day activities and can easily recognise written numerals. This is extended in outside play with all six areas of learning maximised for fun learning. Children are encouraged to label their own work and through the use of effective methods to develop mark making, they are making excellent progress in their early writing skills. A very successful Write dance, session each week has enabled all the children to move forward and develop in physical, creative as well as literacy skills.

Children's hand to eye co-ordination is well developed as they explore the 'practical life' tasks available. Children also enjoy climbing and balancing on large apparatus in their outdoor play area and designing their own indoor balancing blocks. They enjoy using their imaginations to explore creative play, frequently using paint and other media to create interesting and individual artwork. Children are encouraged to initiate activities and freely explore and express themselves with an abundant range of materials and resources. They enjoy warm and meaningful interactions with staff who clearly enjoy their time with children. Children show great pleasure in their sense of belonging, their contributions are highly valued and all are fully included in activities throughout the unit.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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