

Carterton Community College

Play Unit

Carterton Community College, Upavon Way, Carterton, Oxfordshire, OX18 1BU

Inspection date	05/03/2014
Previous inspection date	22/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	4	2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress because staff observe them closely and effectively plan for their next steps in learning.
- Close relationships are in place between staff and children resulting in a positive emotional environment where children feel safe.
- Strong leadership means that the playgroup demonstrates the capacity to drive forward improvement continually in order to raise standards.
- Parents speak highly of the playgroup and feel that their children are fully supported by the staff.

It is not yet outstanding because

- Resources such as books, toys, images and dressing up clothes that reflect a wide society in terms of culture, gender and disability are not widely available to enable children to learn about our diverse society.

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's play and staff interactions.
- The inspector and the playgroup manager undertook a joint observation.
The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector spoke with staff, parents and children.
- The inspector tracked a sample of individual children to assess progress.

Inspector

Sue Skinner

Full report

Information about the setting

Carterton Community College Play Unit registered in 1978. It operates from a mobile classroom, with sloped access, sited in the grounds of the college and is self-contained with a large, fenced, outdoor play area. The unit consists of one large room divided off into different areas for play. The provision operates for 51 weeks of each year. The day care facility offers school-age children from four years of age a before and after school club, open from 7.30am until 8.30am and 3pm until 6pm respectively. School-aged children are taken to and collected from various local primary schools. There is a holiday play scheme, which offers full and part time day care. There is a playgroup for children aged from two to four years that is open from 9am until 12pm. There are currently 84 children on roll, of these 26 children are in the Early Years Foundation Stage age range. The setting is in receipt of nursery education funding for children aged three years and over. The setting supports children learning English as an additional language. There are nine members of staff, including the manager. Of these five staff have a recognised early years qualification. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen children's understanding of diversity by providing books, toys, images and resources which represent a wider society.

Inspection judgements

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

Children at the playgroup make good progress. Staff meet children's individual needs well and have good systems in place to promote learning. Children play in a stimulating environment that offers plenty of variety, interest and enjoyment. Staff demonstrate a confident knowledge and understanding of child development and are effective in supporting children to progress well in all areas. Staff are working at maintaining good assessment records and generally track children's progress carefully. Planning results from on-going observation and through children's individual interests. There is a good balance of activities which are led by staff and those which children choose independently. As a result, planning closely reflects children's next steps of learning.

The playgroup is equipped with a wide variety of resources which provide a range of interesting choices for children in areas that are clean, attractive and inviting both indoors and outdoors. Children play, surrounded by displays of numbers, letters and words which support their mathematical and literacy development effectively. Children are able to

select what they want to play with independently because storage is positioned at an appropriate height. This results in children having high levels of concentration and enjoyment.

Staff teach children to develop good literacy skills. They encourage children to write as they provide opportunities for children to make marks and write for a purpose, such as in 'Maddie's Newsagents' and as they write information books about how to make bread. Children experience a broad range of books in a cosy comfortable area. Staff regularly read to children throughout the session and children join in enthusiastically with familiar stories, developing a love of literature. Staff place a high priority on helping children to learn to read. There is a focus book of the week and staff encourage children to borrow books to share at home. Staff support children's understanding of early phonics by encouraging them to sing and make rhymes. They celebrate children's successes as they display individual children's knowledge of words they can rhyme and comment on how children are beginning to link sounds to letters. This ensures that children are getting ready for their move to school.

Staff help children to develop crucial mathematical skills in number, shape and measurement. They teach children about numbers with resources such as a large snakes and ladders game and they examine the numbers on a clock face. Staff teach children to count forwards and backwards as they sing about ten green bottles. Children use tape measures in their play and weigh things using balance scales. Staff use appropriate mathematical language to extend children's understanding as they use vocabulary such as 'longer' and 'shorter' when building a train track with children. Staff encourage children to develop their creativity as they play in the themed imaginative 'bakers' and 'hairdressers' role play areas. There is a stage where children sing, dance and act and staff play alongside children joining in with their performances. Staff plan for daily musical activities where children play with instruments both inside and outside exploring making loud and quiet sounds. Children experience different creative mediums as they paint, draw, make models and shape dough to make their own bread.

Staff provide daily opportunities for children to develop their physical skills both inside and outside. They use a range of tools such as scissors, glue sticks and pens which develop hand eye co-ordination. Children can climb, slide, pedal and run around in the large, well equipped outside area. Staff enable children to engage with nature as they hunt for insects, using reference material to identify species and magnifying glasses to examine creatures in more detail. Staff teach children to grow plants and vegetables in the outside area and they tend to their flowers, watering them and watching them grow. This enables children to develop their understanding of the world through first hand experiences. The environment is interesting to children. However there are fewer opportunities for children to learn about the wider world. For example, through multicultural resources such as books, toys, posters and dressing up clothes that reflect a wide society.

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

Children and staff develop close and warm relationships, which results in children feeling secure and settled. An effective key person system ensures children grow in confidence as familiar staff care for them. Staff know children well and are able to talk at length about the uniqueness of each child. They are aware of children's interests and their wider families and this helps them to meet children's individual needs fully. Staff value children's achievements and celebrate their successes, which promote children's self-esteem. For example 'Wow' notices, written by staff and parents are displayed and praise children for achievements, such as recognising numbers in the environment.

Children learn about a healthy lifestyle as they are encouraged to eat balanced meals and snacks. Children develop independence as they choose when to have snack and play an active role in the preparation and sharing out of food. Children pour their own drinks and serve their own food using spoons and tongs. Staff sit with children during snack times and these provide valuable opportunities for informal conversations. Children are encouraged to wash their hands before snack, maintaining good hygiene standards. Staff actively promote good dental hygiene as children brush their teeth after eating during a focus activity all about teeth. Staff have robust hygiene procedures for nappy changing which reduces the risk of cross infection and promotes children's health appropriately.

Children in the nursery are well behaved and have a positive attitude to learning, which shows that they feel safe and secure. Staff provide children with opportunities to share and take turns, for example as children learn to share beaters outside when playing with the musical instruments. There is a good level of age appropriate resources and experiences that present suitable challenges for children to enable them to manage their own safety. For example, there is challenging equipment to safely climb on outside such as rope ladders and log bridges and younger children are provided with push along toys to develop balance, meeting their needs fully. Staff present positive role models and children appear genuinely happy, smiling as they play and interact in a variety of situations; this results in a healthy emotional environment which is essential for children's all round development. Staff regularly listen to the views of the children and act upon their requests. They record in a book what children like doing at playgroup and provide greater opportunity to meet the child's needs. One child said he liked to run and so staff set up games outside that involved running.

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

Children are safe and well protected at the playgroup. Since the last inspection a new manager has been appointed and this has resulted in several positive changes such as closer staff supervision. Staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements. There is a good range of policies and documentation to enable staff to meet the requirements of the Statutory Framework of the Early Years Foundation Stage. For example, the management team provides information for parents and staff regarding the safe use of mobile phones.

Risk assessments and policies are regularly reviewed to ensure that they are effective and

staff sign to say they have read and understood them. Robust systems are in place to check the suitability of staff to work with children and this is monitored and recorded. Staff have received appropriate training, for example, on paediatric first aid, food hygiene and safeguarding. They have a good understanding of how to protect children and are aware of the procedures they need to follow if they have a concern about the well-being of children. Staff are also aware of what actions to take if they have safeguarding concerns about each other. The manager uses creative ideas such as a safeguarding 'quiz' to extend the understanding of all staff. Staff record information and share this with parents when children have accidents. The manager closely monitors accidents and addresses issues effectively. Fire evacuation drills are practised regularly and risk assessments are carried out to ensure the suitability of the premises.

The manager has a good overview of children's learning and development and monitors the provision and staff exceptionally well. Systems for ongoing self-evaluation are highly effective and they help to identify a clear plan for future improvements. The management and staff reflect on their practice through their own self-evaluation. They identify areas for development, for example the further development of the outside area and additional support for children who do not speak English as a first language. There are good links with the community, including local primary schools. Children visit the local library and visit local shops in order to broaden their experiences.

Relationships with parents are strong. Parents speak very highly of the playgroup and say they are confident and trust that the staff look after their children well. Parents are involved with their children's learning and feel they are kept well informed with newsletters and regular discussions with the key person. When children start at the playgroup, parents are given information about the Early Years Foundation Stage. Parents comment that their children learn a lot while they are at playgroup. For example, they say their children become more confident and 'learn to speak better.' Parents know who their child's key person is and comment that all the staff are 'easy to talk to.' Parents are also happy that when their children first start at the playgroup there are solid settling-in arrangements that meet their children's needs fully.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	134471
Local authority	Oxfordshire
Inspection number	923509
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	70
Number of children on roll	84
Name of provider	Magdalen Davies
Date of previous inspection	22/04/2013
Telephone number	01993 844071

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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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Piccadilly Gate
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