

# Deddington Partnership Foundation Stage Unit

Deddington Primary School, Earls Lane, Deddington, BANBURY, Oxfordshire, OX15 0TJ

<b>Inspection date</b>	08/12/2014
Previous inspection date	07/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		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 are effectively supported to develop strong relationships with their key persons, who know them well.
- Staff give high priority to safeguarding children and providing a safe and secure environment for them to play and learn.
- There is a strong partnership with parents, which means that parents are very aware of their child's progress and how they can further support their learning at home.
- Staff use effective teaching methods, and a good balance of adult-led and child-initiated play, to motivate children and help them make good progress in their learning and development.

### It is not yet outstanding because

- Staff do not always make the most of opportunities that present themselves, and resources, to extend children's awareness of diversity, particularly those reflecting the cultural identities of all children attending.

## 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 checked evidence of suitability, self-evaluation processes, and policies and procedures.
- The inspector took account of parents' views and information included on questionnaires.
- The inspector held meetings with the manager, nominated person and operations manager.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector looked at children's assessment records and the planning documentation.

## Inspector

Amanda Perkin

## Full report

### Information about the setting

Deddington Partnership 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 building in the grounds of Deddington Church Of England Primary School, in the village of Deddington, in Oxfordshire. 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. There are five staff, of these, three have appropriate early years qualifications, including one with Early Years Professional Status. The unit supports children with special educational needs and/or disabilities. The setting receives funding for the provision of free early education for children aged three and four.

### What the setting needs to do to improve further

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

- make greater use of opportunities during children's play and activities to help them to know about some of the things that make them unique, and to recognise the similarities and differences in their cultural identity.

### Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They deploy themselves effectively to help and encourage children to develop and learn. The quality of teaching is good. Staff assess children's starting points through information obtained from parents and through settling-in sessions. Staff observe children as they engage in activities that they choose to do, and note what and how they are learning. They use this information to plan for the next stage in each child's learning. The staff team contribute to planning, with each staff member providing information for their key children's next steps for learning. Staff enhance children's learning records with the addition of photographs of activities and examples of children's individual creative work. Parents regularly speak with their child's key person about their child's progress and their development plan. This means that parents know what their child is learning and are able to support this further at home. As a result, children make good progress in their learning.

Staff build up the children's vocabularies as they play, introducing new words that reflect their experiences. Children enjoy listening to stories and taking part in group activities

which build their speaking and listening skills well. Teaching helps children talk about their familiar world, for example, the weather and the seasons. During a group activity, the children talked together to organise and clarify their ideas. They agreed that it was December, winter and frosty.

Children's concept of mathematics is developing well. They are confident in using numbers in their play, and staff encourage them to count throughout the day. For example, while lining up before moving to the school hall the children counted themselves and the number of staff, and then checked it correlated to the numbers displayed on the board.

Staff encourage children to sing and to use actions in time with the rhythm of the song. Staff plan a good range of creative activities teaching children to discover through exploration, and use their imaginations to express themselves freely. Children are learning to use a range of tools to make marks and draw with. These skills help children to learn how to hold implements, such as a piece of chalk, effectively. Staff then help them to use it with good control. As a result, children are developing skills for early writing.

Staff provide a range of activities in the well-resourced outdoor area, which is used throughout the session. Children can develop their physical skills by riding on the sit on bicycles and tricycles, or climb and jump on the play equipment, including the newly installed wooden climbing frame. Staff extend opportunities for children to practise early writing skills or make models with construction equipment outside. In addition, they teach children about the world around them as they plant and grow vegetables and bulbs in the garden. Consequently, children who learn best outside have good opportunities to do so.

Children are learning about their local community as they take walks to visit the library, castle grounds, local allotments and the church. They take part in a variety of activities as they learn about different cultural festival and celebrations. For example, they visit a local Chinese restaurant where they celebrated Chinese New Year. For example, they ate a Chinese meal and received fortune cookies. However, there are fewer resources and activities available to the children which promote their awareness of the different cultural backgrounds of the children attending, as well as the diversity of their community and the wider world.

Staff enable parents to be involved in their children's learning. They are encouraged to complete the 'At home I?' forms, to capture and record any of their child's achievements at home. This information feeds into the child's development record to provide a complete picture of their progress.

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

Staff welcome children warmly on arrival, and children quickly find their friends and choose an activity. This shows they are happy and settled. The key-person system is very effective, and children relate very well to their special person. Consequently, children who have been attending for a short time feel emotionally secure. The key person plans activities to help their children make the best progress, and liaises closely with the child's

family to promote their welfare. This helps to ensure that every child's individual needs are met.

Staff provide clear guidance about what is acceptable behaviour. Children meet staff's high expectations of behaviour and disputes are rare. They are learning to play together cooperatively, for example, in the role-play area they engage in pretend play together and share resources.

Staff provide a good range of nutritious snacks, which are donated by parents. Children are learning to try a healthy range of foodstuffs and understand how these contribute to a healthy lifestyle. They are developing independent skills that prepare them well for school. For example, they wash their hands before snack and pour their own drinks of water or milk from small jugs. Children have a positive attitude to being outdoors and towards physical activities, which promotes their understanding of a healthy lifestyle. The staff encourage children to move safely in the indoor and outdoor environments. They confidently climb and balance on the equipment, and jump off and land appropriately. Children develop independence and self-confidence through having a go at doing things by themselves. For example, staff encourage children to dress independently when changing to play in the outdoor area.

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

The leadership and management team fully understand their responsibilities to meet safeguarding and welfare requirements. They work closely with the staff team to provide a safe and secure environment for children. Regular and effective risk assessments are used to create a safe place for children to learn and develop. Staff fully understand the procedures to implement to protect children. Some have completed additional child protection training, and all staff demonstrate a secure knowledge and understanding of the setting's safeguarding policies. All staff attend training in first aid to enable them to deal with accidents and other emergencies quickly and efficiently.

Robust recruitment procedures are followed to help ensure all staff are suitable for their role. Good induction systems enable new staff to become familiar with their roles and responsibilities. The manager completes staff appraisals annually and the management team carry out a three hundred and sixty degree feedback as part of their annual appraisal. This is used to identify any training needs and to celebrate achievement. The staff team demonstrates a strong commitment to maintaining continuous improvement. Recommendations from the previous report have been addressed and self-evaluation is accurate, and includes the views of the parents and the children. Staff receive good support in their professional development, which enhances their practice.

The manager effectively monitors the educational programme through regular observation of staff practice, reviews of children's development records and weekly staff meetings. All staff know children well and are involved in planning activities for them that meet their individual needs.

Staff liaise well with other early years providers who share the care and education of children attending. Written progress reports are exchanged and in some cases, children's key person will visit the other early years settings. This provides a good level of consistency and compliments children's learning experience. The staff have excellent links with the nursery and the school, both in the same village. As a result, children become familiar with the school environment and enjoy visits from the reception and head teachers. Management and staff have developed strong partnerships with parents. They involve parents fully in their children's learning by keeping them well informed of their progress and next steps for learning.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY330043
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	834635
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Deddington Partnership Foundation Stage Unit
<b>Date of previous inspection</b>	07/11/2011
<b>Telephone number</b>	01869 337484

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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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