

Deddington Partnership Foundation Stage Unit



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

Inspection date	15 January 2018
Previous inspection date	8 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children progress well from their starting points. Staff consistently gather good information from parents to know how to plan accurately for every child as soon as they start at the setting.
- Staff provide effective support for children who have special educational needs (SEN) and/or disabilities. They work closely with other professionals involved in children's care to implement targeted plans to raise their attainment.
- The very well-resourced play areas help to motivate children's interests. Children freely make choices in how and where they play, enabling them to follow their own ideas.
- Staff have a strong partnership with the host school. They work together consistently to help support children with their move to school. Children share resources and shared play spaces with the children in the Reception class.

It is not yet outstanding because:

- The procedures to monitor the progress made by different groups of children are not fully embedded to raise their achievement to the highest level.
- Staff do not consistently give enough consideration to the older, most-able children to challenge them during group activities.

What the setting needs to do to improve further

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

- monitor more precisely the progress made by different groups of children to target teaching to help children to make rapid progress
- give more consideration to the older and most-able children when planning and providing for group activities to help support and challenge them to the highest levels.

Inspection activities

- The inspector observed teaching practices and assessed the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and checked the suitability and qualifications of staff.

Inspector

Lesley Bott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of the process to follow should they need to report any child protection concerns. Committee members and the manager follow safe recruitment procedures and carry out suitability checks on all adults involved in the setting. Staff carry out effective risk assessments to help ensure children's safety is met at all times. The manager monitors staff practice effectively and provides regular supervision. Staff are able to access continual training opportunities to help improve their teaching and outcomes for children. Self-evaluation is used well to identify strengths and areas for future development. Partnerships with parents and other providers are strong. Staff work closely with parents. They frequently share ideas to support children's learning at home and invite parents in to talk and share their skills with the children.

Quality of teaching, learning and assessment is good

Staff know children well and make good use of this knowledge to plan meaningful activities for them, taking children to the next stage in their learning. They help children become inquisitive learners, and children show curiosity about objects and events. Children show high levels of fascination as they look at and identify the birds using the birdfeeder in the garden. Staff extend this learning as children develop an understanding of the life cycle of birds. Staff help children to build on their mathematical skills. They introduce opportunities for children to extend their knowledge of concepts and use mathematical language in their play as they experiment with mixing colours. Staff are skilful in their use of questions to challenge children's thinking. Children show their interest in books, listening intently to a story. They also use the setting's library to borrow books to take home to continue their learning.

Personal development, behaviour and welfare are good

Staff are positive role models and help children to learn about the boundaries and expectations within the setting. Children behave well and learn to manage their feelings and behaviour. They enjoy board games and wait patiently for their turn. Staff prioritise children's independence and provide opportunities for them to manage their own needs and complete tasks for themselves. Children put on their outdoor clothes and boots, and manage their personal needs well. Staff encourage children to be physically active. For example, all children play outside and enjoy the fresh air on a daily basis. Weekly planned activities at forest school help to promote their understanding of the natural world.

Outcomes for children are good

All children are developing good skills needed for their next stages of learning, such as starting school. Children develop their physical skills well. Older children confidently use scissors to cut pictures out and use sponges and rollers to make marks with paint. Children progress well with their literacy skills and enjoy practising their reading and writing their own name.

Setting details

Unique reference number	EY330043
Local authority	Oxfordshire
Inspection number	1070754
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	20
Number of children on roll	21
Name of registered person	Deddington Partnership Foundation Stage Unit
Registered person unique reference number	RP519647
Date of previous inspection	8 December 2014
Telephone number	01869 337484

Deddington Partnership Foundation Stage Unit registered in 2006 and opens Monday to Friday, from 8.30am until 3.30pm during school term time, and for one week at Easter and two weeks in the summer from 9am until 3pm. There are four members of staff, three of whom have appropriate early years qualifications, including one with early years professional status. The setting receives funding for the provision of free early education for children aged three and four years.

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