

Inspection of Deddington Partnership Foundation Stage Unit

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

Inspection date: 17 July 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The exceptional care and education that children receive at this setting have a significant positive impact on their lives and futures. Every child makes excellent progress because of the flexible and progressive curriculum. Children settle quickly on arrival, showing a strong attachment to all staff in their confident interactions. All staff plan exciting experiences across all areas of the curriculum that support children to focus and engage for sustained periods. For example, children follow instructions to make objects out of dough, using a range of resources including tools to manipulate the dough. Children add a range of natural products and model sea creatures to explore making marks and patterns. During this activity, children's language and communication development is consistently strengthened through staff's high-quality interactions. For example, staff extend children's language with more complex vocabulary such as 'predators', 'spikes' and 'antennae'. Staff question children on their prior learning and experiences and expertly build on their knowledge. Staff have high expectations for the children and plan activities around their interests.

Children behave exceptionally well. They are attentive and follow instructions. Children receive regular praise for their achievements and positive behaviour. Staff are excellent role models and teach children how to be safe. For example, ahead of attending the woods, staff remind children about the potential hazards of forest school. Children clearly understand and know the rules as they recite how at forest school there is 'no pick or lick and be careful with the sticks'.

What does the early years setting do well and what does it need to do better?

- The manager is very experienced and dedicated to her role. She has a profound commitment to continuous reflection and works tirelessly with a range of professionals, with children at the heart of everything she does. The manager leads the staff team with vision and passion. Staff work together to get to know children and their families in depth. This has significant advantages in helping to keep children safe and for staff to build on their learning. For example, staff work with the parents of children with special educational needs and/or disabilities (SEND) to ensure the children can join in with events at the setting such as sports day and circle time.
- Promotion of children's well-being is outstanding and their behaviour is excellent. Children develop their confidence and social skills and learn to manage their behaviour. There is a strong focus on friendship and kindness at the setting. For example, staff use the praise board and children are encouraged to engage with and help each other as they play. They are taught to have patience and show respect for others.
- Partnerships with parents are excellent. Highly effective communication supports

these relationships very well. Staff have an extremely good awareness of the local community. This enables them to provide parents with information about local events and places to visit in the area to introduce new experiences to their children. Parents speak highly of the care that staff afford their children and feel that they trust staff implicitly. Parents speak of the practical and emotional support they receive from the manager and her staff, not just for their children but as a whole family.

- Support for children with SEND is outstanding. Staff go over and above to secure timely interventions and target support for individual children at the earliest opportunity. This contributes to the rapid and substantial progress that all children make over short periods.
- The manager demonstrates an uncompromising commitment to providing children with the highest level of care and education. She has high ambitions for what children can achieve, regardless of their backgrounds and previous experiences. For example, she identifies that following the COVID-19 pandemic, some children do not make expected progress with their speech. She allocates additional funding for speech professionals to support the children and their families. This has a positive impact on children's communication and language development, allowing children to make the best possible progress.
- There are excellent arrangements to support children's emotional well-being. For example, there is an area where children can find images and pictures to help them to express their emotions and feelings. Staff read books to help children to work through their emotions and to give them time to calm down and relax. Children with SEND have a quiet area where they can retreat from the group if they feel overwhelmed.
- Community involvement is commendable. Staff use their local contacts extremely well to help children begin to understand different people and the world around them. For instance, children access the local library weekly, where they read a story and borrow books. They walk to forest school, the castle grounds and the local allotments. They are also involved in a range of school events, as they share the premises with the foundation stage unit. Staff invite a variety of visitors in to give children rich learning experiences. These opportunities result in an appreciation for their community.

Safeguarding

The arrangements for safeguarding are effective.

The manager has high expectations of staff, especially regarding their knowledge of safeguarding. Staff have an in-depth knowledge of local safeguarding issues and develop close, professional relationships with families. Staff are alert to any changes that might indicate that children are at risk of harm. They receive rigorous safeguarding training, including ongoing discussions and staff meetings on child protection. Staff monitor the welfare of the children vigilantly. They demonstrate detailed knowledge of the signs that could indicate a child is at risk of harm, including from exposure to radical and extremist views. Staff have an excellent understanding of their duty to identify and respond to concerns about a child

and/or a member of staff working with them. The manager ensures staff's suitability through ongoing checks.

Setting details

Unique reference number	EY330043
Local authority	Oxfordshire
Inspection number	10301583
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	20
Number of children on roll	27
Name of registered person	Deddington Partnership Foundation Stage Unit
Registered person unique reference number	RP519647
Telephone number	01869 337484
Date of previous inspection	15 January 2018

Information about this early years setting

Deddington Partnership Foundation Stage Unit registered in 2006. It operates from a building in the grounds of Deddington Primary School, in Deddington, Oxfordshire. It opens Monday to Friday, during term time, between 8am and 6pm. A breakfast club is run between 8am and 9am, and an after-school club between 3pm and 6pm. The setting employs five members of staff, four of whom hold recognised childcare qualifications from level 3 to level 5. The setting receives funding for the provision of free early education for children aged three and four years and early years pupil premium funding.

Information about this inspection

Inspector
Amanda Perkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through verbal and written feedback. The inspector took these views into account.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of documentation, including evidence of staff's suitability and qualification records.

We carried out this inspection 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.

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