

# Woodstock Under Five's Association (WUFA)

Inspection report for early years provision

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<b>Unique Reference Number</b>	133468
<b>Inspection date</b>	04 February 2008
<b>Inspector</b>	Jan Leo
<b>Setting Address</b>	Recreation Road, Woodstock, Oxford, Oxfordshire, OX20 1NZ
<b>Telephone number</b>	01993 810044
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<b>Registered person</b>	The Trustees of Woodstock Under Five's Association
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Woodstock Under Five's Association opened in approximately 1971. It operates from a self-contained unit in the grounds of Woodstock Primary School in Woodstock, Oxfordshire. The group serves the local area.

The setting can accept up to 24 children at any one time and currently has 70 children from two to five years on roll. This includes 17 children who receive funding for early education. Children attend for a variety of sessions. The setting can support children with learning difficulties and/or disabilities and they currently have a number of children who are bi-lingual.

The group opens five days a week during school term times. Sessions are from 09.00 until 15.15 and incorporate a lunch club.

There are eight permanent staff and one emergency helper working with the children. Three staff are currently studying for a nationally recognised qualification in childcare and the remainder have a qualification to level two or above. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children follow good practice regarding hygiene, blowing noses and washing hands regularly to avoid the spread of germs. They play in a clean environment and have free access to the outdoor area for much of the day. The staff provide the children with a wide range of equipment to help them develop their physical skills while taking in the fresh air and consequently, the children climb, run and pedal with a good degree of control. All full time staff have a first aid certificate to equip them with the skills and knowledge to administer treatment when children are hurt, and they keep first aid boxes well stocked with up to date supplies. The staff record accidents resulting in injury and they keep a brief note of existing injuries. Some records have an incomplete date causing difficulty in providing an accurate overview of children's health issues. The children develop healthy eating habits through having a variety of foods at snack time, including fruit, milk and water. They also take part in food related activities organised as part of their day. For example, they grow vegetables in the garden area and make ratatouille for all to sample, and eat porridge for snack when the story is 'Goldilocks and the three bears'. This skilful use of themes helps children develop an interest in food and encourages them to try new dishes. The staff keep a list of children's allergies and individual dietary needs in order to ensure that they eat only suitable foods.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The children are safe because they spend their time on a secure site and play with robust resources that are in good condition. The staff complete daily safety checks to remove hazards before children arrive and they deploy themselves very effectively to oversee all areas and remind children how to play safely. The children access resources without risk of injury because all are in small trays and boxes in low-level storage trolleys around the room. The staff conduct fire drills on a regular basis, varying the day to ensure all staff and children get an opportunity to experience the evacuation process in practise at some point. The current registration system ensures staff know how many, and which, children and adults are present at all times. However, the arrival and departure times are not accurate if children arrive late or leave early. Whilst this has little impact on the children, there is no clear evidence of when staff's responsibility begins and ends for each child. The setting has a child protection policy and an internal procedure for staff to follow if they have concerns about a child. Useful reference numbers are available on site for staff to obtain advice if necessary, but the policy has no contact details to ensure prompt action and increase its value for parents and carers if they have concerns. Some staff lack understanding of the procedure and have no confidence to take action without seeking advice.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children receive a cheerful greeting to help them settle and a high level of attention to become involved in play and remain well occupied. They choose what to do from a wide variety of activities and resources laid out by staff, before the children arrive. In addition, the children access extra resources independently to develop their games and extend their ideas. The staff join in automatically, finding shopping bags when children play 'shops' and talking freely about related subjects to help children develop and learn. The children socialise well, with older children offering little ones a ride on the back of their tandem tricycle, or joining another child

who was playing with the 'look and learn' game and chatting about what she saw. All children follow a programme organised around the six areas of learning to help them understand modern life and develop new skills. The staff consider Birth to three matters when setting activities for younger children and they include increased challenges, very effectively, to ensure older children reach their potential and everyone thoroughly enjoys their day.

### Nursery Education.

The quality of teaching and learning is good. The children benefit from having a dedicated staff group who work very well together to extend activities, reinforce what they know and bring in other areas of the curriculum, to link learning and make sure it is relevant. For example, the staff write shopping lists with children to encourage early mark making, shop for different foods such as green apples or two oranges, bringing in colour recognition and number work, and pay at the till to introduce everyday technology and help develop an understanding of the wider world. The staff take resource boxes outside for all areas of the curriculum to ensure children can use equipment for their own purpose and develop their physical skills. Some ride to the shops in a car or push their baby in the pushchair. All move well, paying attention to what others do to avoid collisions. The staff give very clear instructions and explanations to help children make sense of things but do not consistently explain the consequences of, for example, sitting on the tables, to reinforce safety as children play. The staff develop activities around a theme, by for example, counting gold coins during the story of 'Jack and the Beanstalk' to practice number work. They tell the story with real enthusiasm to capture children's interest. Some children 'moo' each time staff mention the cow and they repeat the last word of each sentence to show their understanding of the text. This does not generally interfere with concentration, most listen well, and contribute to discussion appropriately. Some of the more active, full time children feel less inclined to listen for a second time when staff repeat the story during the afternoon session, but staff retain control without offering alternative activities. Most of the learning is through child-initiated play and consequently children show a consistent level of interest. They eagerly try whatever is on offer and link with others to develop ideas. All children remain focussed and fully occupied in meaningful activities to help them continue their learning and development. There is a buzz of activity, interspersed with giggles, throughout the day with only the occasional protest when a child tries to join a solo activity. A kiss swiftly overrides the offence and play resumes harmoniously, demonstrating that children are developing concern for their peers and a respect for other people's feelings. The success of the education programme is due mainly to clear planning based on children's interests. The staff observe and record what children do in order to identify their achievements and plan their next steps. They update children's profiles on a weekly basis as an up to date achievement record but they do not routinely date each entry to provide a record of children's rate of progress. Additionally, the staff currently record sequential progression instead of highlighting gaps in learning by recording actual progression. The children have key workers who get to know them well and this results in appropriate challenges despite a lack of information on children's profiles.

### **Helping children make a positive contribution**

The provision is good.

All children feel respected because the staff give them choices and value their ideas. The children receive a consistently high level of attention and support, and staff are very sensitive to the individual needs of the children. All children play well together and alongside each other. They learn to share and take turns, listen to others and respond appropriately when friends get upset. The staff are very good role models for children to follow, working well as a team and remaining enthusiastic and positive throughout the sessions. The partnership with parents and carers is

good. Parents and carers find staff very approachable and find it easy to share information about their children's care and education. Staff encourage adults to visit as helpers or share information about their interests, skills and home culture to help them become more involved in their children's learning. Children's progress records are available at any time and staff display the planning clearly for all to see. The staff provide a booklet describing how the setting operates and regular newsletters to keep families up to date. Some of the policies lack detail and, whilst staff display current contact details for Ofsted, the contact information in the complaints policy is out of date, resulting in confusion. Spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children benefit from a varied and interesting day where they learn through play. They form strong bonds with the staff and develop the confidence and social skills to mix with their peers and join in fully. Most aspects of health and safety are well met in practice but weaknesses in the paperwork compromise efficiency to some extent and hamper access to information. This has little or no impact on the daily care and education of the children. Consequently, the children make good progress, receive a high standard of care and thoroughly enjoy their time at the setting. As far as the nursery education programme is concerned, the leadership and management of the provision are good. The staff plan a very interesting programme to help children continue their learning at a rate to suit the individual. The key-workers skilfully increase challenges for the more able children and they patiently reinforce expectations to ensure children comply with simple rules and form a sociable and confident group of learners. The day-to-day manager oversees daily practice, and supervises and appraises staff in order to monitor the effectiveness of the provision and identify training needs. The staff continue their personal development by attending relevant training to help raise standards and increase their skills and knowledge. All of the documentation, required by regulation, is in place but some lacks the necessary detail to be of full value.

## **Improvements since the last inspection**

There were five recommendations made following the last care inspection, and five following the last nursery education inspection, requiring the provider to take action in order to improve the quality of care and education for the children.

Those concerning the care aspect of the setting required the provider to improvement the register of attendance; enable children to select resources for themselves; obtain consent to seek emergency medical treatment for children, if necessary; provide an up to date complaints procedure with contact details; and review behaviour management. The setting now keeps three registers of attendance to record who is present in the mornings, during lunchtime, and in the afternoon sessions. They do not however keep a record of arrival and departure times if these vary from the norm, to show when staff's responsibility begins and ends for each child. Resources are now well organised at low level to enable children to access them easily without the need for help. Staff now obtain permission for emergency medical treatment as a matter of routine to avoid delay in treatment if parents and carers are unavailable. The setting has introduced a complaints procedure but this is again out of date, as it does not contain the current contact details for Ofsted, making it difficult for adults to pass on comments about the service. The staff now manage behaviour very effectively to ensure some excessive enthusiasm

does not have a detrimental impact on the quieter children. All children now play in harmony and behave very well.

In order to improve the nursery education, the provider was asked to review staff deployment; make the environment a more orderly place with easier access to resources; include more detail in the planning; develop progress records; and encourage mark making for different purposes. The staff now deploy themselves very well to extend learning and support play. As a result, the children make good progress. The resources now live in organised trolleys around the room and children access them easily to develop their games. Staff have begun to specify aims and focus areas for each child and they keep profiles updated on a weekly basis to provide a more accurate picture of what children can do. They instinctively provide appropriate challenges because they know their key children well but they record progress in sequence and do not record learning, which takes place out of order. The profiles do not therefore highlight gaps in learning and fully aid staff when planning for individual development. This results in progress records being inaccurate and, a lack of precise dating on entries contributes to no clear record of children's rate of progress. Mark making is now routinely promoted for different purposes, with children having opportunities to practise mark making in adult led activities and during free play. Mark making equipment is freely available and children access it at will.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve staff's knowledge and understanding of the child protection process to ensure they can put the procedure into practice, without seeking help, if they have concerns about a child
- improve documentation by including up-to-date contact details in the child protection and complaints policies and ensuring there is an accurate record of arrival and departure times for all children and staff

## **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make better use of children's profiles to provide an accurate record of children's rate of progress and a means of identifying gaps in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)