

# Woodstock Under Fives Association

Recreation Road, Woodstock, Oxford, Oxfordshire, OX20 1NZ



## Inspection date

25 April 2016

Previous inspection date

1 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not provide children with good enough opportunities to explore, such as through practical activities which are suitable to their level of development, age and abilities, which leads to some children quickly losing focus.
- At times, some staff do not use their assessments precisely to identify children's individual stages of development, which hinders some children from making consistently good progress.
- Staff do not always adjust their teaching when working with children of mixed ages and abilities, particularly during group sessions, to engage them fully.
- Occasionally, children do not have opportunities to represent their ideas in a creative and imaginative way.

### It has the following strengths

- There have been numerous improvements since the last inspection. A new manager is helping staff to develop their practice well, including all safeguarding policies.
- Leaders promote opportunities for staff to build on their skills. For example, they continue to source training to extend their professional development.
- Staff promote children's emotional well-being effectively. Children are happy and settled. They develop effective relationships with staff and other children.
- Staff are calm and create a relaxed atmosphere for children during their play.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

#### Due Date

- provide children with suitable learning opportunities to explore and learn through play, while taking into account the different ways that they learn and develop. 20/05/2016

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

- develop further the use of assessments to obtain a clearer and more accurate understanding of children's individual stages of learning, to inform their next steps in learning
- make the most of all opportunities to engage younger children, particularly during small group sessions, to foster their interests fully and sustain their attention
- improve opportunities in the learning environments for children to be creative, and to use their imaginations and senses.

### Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled relevant documentation, including children's learning records, planning, a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Since the last inspection, recruitment and ongoing checks have improved to ensure staff are suitable to work with children. All staff and committee members understand their role and responsibility to safeguard children, including what to do if they have any concerns about a child's welfare. The new manager has a vision to bring about positive change. She effectively ensures that all staff receive regular support, training and supervision. Staff have established cooperative relationships with parents and local schools, and communication with parents has improved. For example, staff take account of their views and share activities and newsletters, to encourage parents to support their children's learning at home. Together with her team, the manager generally uses effective self-evaluation methods to identify most areas for further improvement.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is not good enough. For example, staff offer activities, such as worksheets and some group sessions for younger children, which do not match children's current ages and abilities. Staff observe children's learning in general; however, some staff do not always assess fully what children can do, such as against typical developmental levels, to enhance their learning further. Children develop their emotional confidence, physical skills and abilities well, which prepares them for their continuing education. For example, staff support children to recognise their names and explore writing equipment so they learn to make marks. Children develop their pencil control, such as when making patterns in the sand tray. However, staff do not always use all opportunities to ignite children's imaginative skills and enthusiasm for creative learning.

### Personal development, behaviour and welfare are good

Staff provide a safe and comfortable environment for children, where they establish caring and trusting relationships. Children build secure relationships with their key persons and are confident in their surroundings. Children behave well and support each other. They are increasingly able to control their emotions and behaviour. They are respectful of one another, and they practise good manners and politeness. Staff address children's dietary and care needs well in partnership with parents. Children learn about diversity, such as different cultures and celebrations. Staff supervise children effectively and teach them how to use equipment safely, such as utensils and scissors.

### Outcomes for children require improvement

Children are not making consistently good progress due to gaps in teaching practices. However, they are eager to take part in new activities and manage tasks unaided. Children who are learning English as an additional language and those who are receiving funding continue to improve their language and numeracy skills for their future learning.

## Setting details

<b>Unique reference number</b>	133468
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1034127
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Woodstock Under Fives Association Committee
<b>Date of previous inspection</b>	1 December 2015
<b>Telephone number</b>	01993 810044

Woodstock Under Fives Association (WUFA) registered in 1993. It operates from Woodstock Primary School, in Woodstock, Oxfordshire. The provision is open from 8.45am until 3.15pm, during school term times. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting also offers a breakfast club from 7.30am until 8.45am, an after school club from 3.15pm until 6pm, and a summer club during the school holidays. A team of 10 staff work with the children. Of these, six hold appropriate early years qualifications. This includes the manager, who holds a relevant qualification at level 3, and one member of staff who holds a degree in early childhood.

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