

Woodstock Under Fives Association



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

Inspection date 25 April 2017
Previous inspection date 25 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
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

- The provider is dedicated to her role. She leads and manages with high expectations of commitment from her staff and for the achievement of the children attending. The setting has made vast improvements since its last two inspections.
- The provider's policies, procedures and risk assessments are robust. These guide staff practice in supporting children's health, safety and well-being extremely well.
- The provider has very high standards for children's behaviour. Staff are excellent role models to children. Children's behaviour is exemplary at all times.
- Staff know the children very well. Teaching is consistently good and staff have greatly improved the ways that they plan for children's learning and next steps since the last inspection. Children make good progress in all areas of their learning.
- Children engage well and have warm bonds with staff. Children enjoy attending.

It is not yet outstanding because:

- Staff do not do as much as possible to effectively encourage older children to share what they know about different communities and events in the own lives.
- Staff do not extend learning opportunities enough to build on children's mathematical awareness, such as size and positional language.

What the setting needs to do to improve further

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

- encourage older children's curiosity further, to increase their knowledge and understanding of the wider world
- support younger children's awareness of mathematical language to develop further their emerging understanding of these concepts.

Inspection activities

- The inspector observed children during their interactions with staff, as they enjoyed activities indoors and outdoors.
- The inspector spoke with children, parents and staff. She asked staff how they update their skills and knowledge.
- The inspector completed a joint observation with the provider. They discussed how staff plan for children's learning and how they review this progress.
- The inspector sampled the provider's documentation and children's records.
- The inspector discussed how staff evaluate their provision, and how the provider has improved practice since the last inspection.

Inspector

Aileen Finan

Inspection findings

Effectiveness of the leadership and management is outstanding

The provider has comprehensive systems for recruitment and induction. She demonstrates a rigorous approach in guiding her staff to ensure high levels of professional development. Staff morale is extremely high. Purposeful training makes a positive impact and staff are passionate about developing their skills. For example, their improved knowledge has strengthened children's communication and language, including how they extend the way children understand each other's differences, socialise and value others. Highly effective partnerships with other professionals have led to improved outcomes for all children attending. Extremely efficient handovers take place with those sharing the care of children. The provider uses exemplary practice to monitor children's progress, meeting regularly with staff and using efficient tracking systems to ensure all children have the opportunity to reach their potential. Safeguarding is effective. Staff have an excellent understanding of how to protect children from the risk of harm.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of children's starting points and identify clear aims for their activities. Children engage very well and are keen learners. Staff interact warmly and are confident to make interventions for children needing additional support. Effective training is in place to help all staff support children who have special educational needs and/or disabilities. Staff use efficient strategies to support home learning. For example, new methods, such as a lending library, are being embedded. Parents acknowledge how children are confident and independent, and how they are well informed about the progress their children make and how to extend learning at home.

Personal development, behaviour and welfare are good

Staff are caring and warm role models for children. They are skilled in motivating children to join in. For example, they encourage children's confidence and socialisation in group activities, such as sharing the 'cooking pot' as children use imagination to add to the pot, listen to others and recall the ingredients cooked so far. The challenging and interesting outdoor environment is used regularly. Staff are proactive to ensure children benefit from healthy lifestyles and they utilise the different ways children learn.

Outcomes for children are good

Children enjoy their play. They show an interest in literacy, for example, they read books with staff, while looking at the pictures and confidently describing and interpreting what they see. They play card games and use skills to match 'pairs', utilising problem-solving abilities. Younger children learn to identify colours and develop matching skills, such as through well-planned staff interactions to help them represent these colours in the environment. Children learn many skills in readiness for the next stages of their learning.

Setting details

Unique reference number	133468
Local authority	Oxfordshire
Inspection number	1095681
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	2 - 8
Total number of places	24
Number of children on roll	37
Name of registered person	Woodstock Under Fives Association Committee
Registered person unique reference number	RP907579
Date of previous inspection	25 April 2016
Telephone number	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 8.35am, an after-school club from 3.15pm until 6pm, and a summer club during the school holidays. There are 12 staff working with the children. Of these, nine hold appropriate childcare qualifications.

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