

Inspection of WUFA

Recreation Road, WOODSTOCK, Oxfordshire OX20 1NY

Inspection date: 9 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are inquisitive and eager to learn in this well-equipped and welcoming pre-school. They benefit from a wide range of exciting play opportunities, which help them to make good progress in their learning and development. Staff have high expectations of children. They encourage children to develop a 'can-do' attitude and persevere in their chosen tasks. Their continuous encouragement helps children to have high levels of confidence and self-esteem. Children are nurtured and show they feel safe and secure. Skilful staff ensure routines are well embedded. Children show high levels of independence and behave very well.

Staff actively foster strong partnerships with parents, carers and other settings the children attend. Children experience good levels of continuity of care. Staff gather detailed information about children's previous experiences and plan a rich and meaningful curriculum across all areas of learning. Children have plenty of opportunities to develop their physical skills and understanding of nature. The outdoor areas are inviting and inspiring. Children can explore the garden area where they grow their own vegetables or mix their own concoctions in the outside kitchen. They make their own decisions about what they do and where they play.

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

- The manager and the committee are determined to provide the best possible care and education for all children. They have high expectations and set a clear direction. The manager supports staff well with regular supervision sessions. She offers training opportunities and staff strive to improve their practice.
- Children progress well in all areas. Staff support children's language development well. They use vocabulary that extends children's speech. For example, children excitedly learn to use words to describe what they see, such as how their bubbles are 'falling', 'rising' or 'bursting'. Children inquisitively investigate which way the wind is blowing and talk about their bubbles flying away. However, during some small-group activities, staff do not ensure their questioning involves all children consistently well.
- Staff create a stimulating and safe environment. Children are very happy, confident and caring towards one another. They settle well into the daily routines. Staff give children clear messages about what is expected of them and children behave very well. They are gaining valuable social skills that prepare them for their future lives.
- Children enjoy an abundance of sensory experiences. This is evident when toddlers explore the texture of sand as they fill containers and enjoy making marks with water and paint. Older children help staff to make coloured dough for everyone to play with. Children concentrate intently as they arrange flowers and herbs, notice their perfumes and cut them to create items of their choosing,

such as 'flower confetti'.

- Children are keen to participate in exciting weekly nature trails in the grounds of the host school. They develop their understanding of nature very well. For instance, as older children plant cress seeds, they discuss how the seeds will need sun, soil and water to grow. They are learning about the wider and diverse world. For example, they have regular trips within the local community. Children's imaginations are helped to flourish through activities such as regular music sessions and inspiring role-play areas with themes such as 'under the sea'.
- Partnerships with parents and other settings that children attend are effective. They successfully work together to meet children's needs. Staff keep parents informed about children's development and achievements. Parents are also encouraged to add information as children progress and develop. Comments from parents are very positive. They state that their children thoroughly enjoy attending the pre-school and they are pleased with the progress children make.
- Leaders have an accurate understanding of the strengths and weaknesses of the pre-school and are committed to driving future improvement. They stringently monitor children's progress and secure any additional support if needed. The ambitious action plan is mostly clear but does not consistently specify how initiatives for improving teaching will impact on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of a wide range of safeguarding issues. They regularly access training to ensure their knowledge is kept up to date. The manager and her staff are very clear about signs and symptoms of abuse. They know how to record and report any concerns they may have about the welfare of a child. The manager ensures that rigorous background checks on all staff help to make sure that children are cared for by suitable adults. Children are supervised effectively in all areas of the pre-school. All members of staff, including for the out-of-school provision, hold current first-aid certificates.

What does the setting need to do to improve?

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

- ensure staff use questioning techniques that involve all children consistently well when teaching small groups
- provide clear details in the action plan of how strategies for improving teaching will impact on improving children's learning.

Setting details

Unique reference number	EY551987
Local authority	Oxfordshire
Inspection number	10130860
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 11
Total number of places	24
Number of children on roll	92
Name of registered person	WUFA CIO
Registered person unique reference number	RP551986
Telephone number	01993810044
Date of previous inspection	Not applicable

Information about this early years setting

WUFA re-registered in August 2017. It has its own premises within the grounds of Woodstock Church of England Primary School in Woodstock, Oxfordshire. The pre-school is open each weekday from 8.45am to 3.15pm during term time only. The breakfast club operates from 7.30am to 8.35am and the after-school club operates from 3.30pm to 6pm during term time only. There are nine members of staff who work with the children, seven of whom hold a relevant early years qualification at level 3 or above. Two are qualified at level 2.

Information about this inspection

Inspector

Eileen Chadwick

Inspection activities

- The manager and the inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector observed the interactions between staff and the children and considered the impact on children's learning.
- The inspector sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- The inspector spoke to parents and children during the inspection and took account of their views.

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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