

# Carterton Community College Play Unit

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Carterton Community College Play Unit was registered in 1978. It operates from a mobile classroom, with sloped access, sited in the grounds of the college and is self-contained with a large, fenced, outdoor play area. The unit consists of one large room divided off into different areas for play. The provision operates for 51 weeks of each year. The day care facilities offer school age children from four years of age a before and after school club open from 7.30am until 8.30am and 3.00pm until 6.00pm respectively. School aged children are taken to and collected from various local primary schools. There is a holiday play scheme, which offers full and part time day care. There is a playgroup for children aged from two to four years from 9.00am until 11.45am. The crèche for children from birth to five years of age is not operating currently. The play unit provides care for a maximum of 40 children in the out of school provision, 30 children in the playgroup and 24 children in the crèche, at any one time. There are currently 84 children on roll, of these 26 children are in the Early Years Foundation Stage age range. The setting is in receipt of funding for nursery education and supports children learning English as an additional language.

There are seven members of staff, two including the manager, have a recognised childcare Level 3 qualification, with three others working towards Level 3 and one towards Level 2. The play unit has links with other Early Years Foundation Stage providers including local primary schools. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision at Carterton Community College play unit is good. Children are made to feel welcome and accepted and are given good support in their chosen activities. All children are expected to participate in the range of activities offered. Staff are vigilant in ensuring all children's needs are met. There is good capacity to improve as self-evaluation has been completed objectively with a clear understanding of what needs to be done to improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the outdoor area to enhance children's learning
- develop children's access to the range of activities both indoors and outside and record all children's achievements.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding arrangements and procedures are in place to ensure the children's safety and well-being. Records are kept of any incidents, particularly those concerned with the children's welfare and parents are kept informed. The manager is forward thinking and considers ways to develop the provision in the future. Recommendations from the previous inspection have been addressed, for example policies have been updated and healthy eating is promoted well. Plans reflect the needs of Early Years Foundation Stage children and activities to promote knowledge and understanding of the world and mathematical ideas have been introduced. The self-evaluation of the effectiveness of the setting has been completed, with a clear view of what needs to be done and a vision for what can be achieved. For example, the outdoor area is identified as not providing enough usable space for the children. Plans exist to improve this and also to provide the children with more opportunities to access the outdoors. An area has also been set aside for 'forest school' where the children can explore natural materials and investigate the garden area. The use of resources is effective, with staff used and managed well to provide opportunities for children to work with different adults, and for staff to develop their skills and share their expertise by supporting various activities. There is an inclusive ethos within the setting and children's different backgrounds and experiences are acknowledged, the diversity of cultures is also recognised. The children are involved in a variety of activities which ensures their understanding and awareness of others. The partnerships with parents and other providers are good. Parents speak positively about the benefits of the group and the underlying structure to activities, which enable the children to learn and develop whilst still having fun. Children support this view with comments such as 'I like it here', and 'we are never bored' and they speak warmly about how they are treated and how the manager makes the play unit a success. Another parent described how a 'mini community' is created for the children in the out of school sessions as the children come from different schools and make new friends as a result. The strong ethos of mutual respect was also described and commented upon positively.

## **The quality and standards of the early years provision and outcomes for children**

Children come into the setting happily, they are made to feel welcome and know the routines well. Staff reinforce politeness and there is a calm, purposeful and happy atmosphere. Children are involved in a range of activities such as using the computer, engaging in impromptu puppet shows, which all help promote their skills in listening and communicating. They behave well, share fairly making a positive contribution to the group. Staff interact positively with the children and reinforce and praise good behaviour. As Christmas is imminent, preparation and related activities for the festivities are in full swing. Creativity is valued, fostered and nurtured. The very youngest children have made Christmas masks, some to use in the Christmas production, and all children are eagerly involved in making decorated coasters for their parents as a gift. Some older children were busily

involved in developing editorials for their initiative of writing a newsletter from the after school club to parents and carers. Social skills are fostered well in the setting, as well as using drawing and writing materials to promote mark making and early writing skills. The children's progress is reflected in the profiles kept of their learning and development. However records of achievements are not kept for children who attend the out of school activities to show the progress they make in their learning towards the next steps in their development. The staff plan to offer free access to the range of activities both indoors and outside, but this aspect of their work is still to be embedded fully in the daily practice to enhance children's learning. Nevertheless plans for the Early Years Foundation Stage show the broad range of activities that are offered to support learning, such as recognising numerals and counting, exploring the outdoors and cultivating a vegetable plot to enhance the children's knowledge and understanding of the world. Children also ate their own produce which was useful to promote healthy eating and a healthy snack of fruit, and a drink of milk and water are offered daily. Children at the after school session are also offered a biscuit with their drinks. A range of positive images are promoted as the setting ensures that worldwide festivals are acknowledged, giving a sense of diversity to the work of the group. Children confirm they feel happy, settled and secure in the setting and know the adults will look after them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met