

Community College Play Unit



Carterton Community College, Upavon Way, Carterton, Oxfordshire, OX18 1BU

| | |
|--------------------------|--------------|
| Inspection date | 1 March 2017 |
| Previous inspection date | 5 March 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| 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

- Staff provide a broad range of activities to support children's interests and development. All children make good progress relative to their starting capabilities.
- Staff encourage older children's writing and reading skills well in a variety of ways. For example staff plan regular time to help children learn the letters and sounds in their names and children enjoy writing and drawing in their individual writing books.
- Staff treat children fairly and show them kindness and respect. They encourage children to share, take turns and talk about their feelings. Children are confident and motivated to learn.
- The manager makes sure children's safety is a priority. For example, the manager considers the needs of individual children and the differing levels of staff knowledge in her detailed risk assessments. Staff follow the agreed policies and procedures well.
- The manager and owner use their accurate self-evaluation and checks on children's progress to ensure good outcomes for all children.

It is not yet outstanding because:

- Staff do not consistently extend the involvement and learning of younger children who are involved in the same activities as older children.
- Staff do not routinely collect detailed information from parents about children's skills and abilities on entry, to assess children's starting points as quickly and as fully as possible.

What the setting needs to do to improve further

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

- extend the learning and involvement of all children engaged in the same activity, particularly for younger children
- gather more in-depth information from parents of children's abilities on entry to precisely plan for their learning at the earliest opportunity and share the information on children's progress more regularly.

Inspection activities

- The inspector observed children's play and staff interactions with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices; staff recruitment, training and professional development; the self-evaluation process; and how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures all staff are fully aware of the child protection procedures to follow to help keep children safe. She provides staff with many different professional development opportunities that strengthen their practice and knowledge. For example, she monitors the quality of their teaching and provides regular feedback on their interactions with children. The manager effectively checks children's progress in order to identify any emerging gaps in their learning or in staff practice. Staff work well with parents to meet children's needs. The manager involves her reflective staff, parents and other professionals in identifying the weaknesses and strengths of the provision to make sustained improvements. For example the manager acts on advice from the local authority and has met the recommendations set at the last inspection to improve children's learning.

Quality of teaching, learning and assessment is good

Staff regularly check children's achievements and use this information to plan for their next steps in learning. They give parents ideas on how to support their children's learning at home. Children are able to explore a wide range of resources which quickly captures their curiosity. Staff support children's communication and language well. For example, staff taught children a new word, 'syringe', as they pretended to be doctors. They encouraged children to answer questions and develop their conversations as they shared their own experiences of going to the doctors. Staff help children make links in their learning and follow their ideas in a variety of ways. For example, children enjoyed listening to the story about three little pigs and then built pretend houses from bricks and sticks outside.

Personal development, behaviour and welfare are good

Staff ensure children's emotional and physical needs are well met. For example, they demonstrated sensitive expertise when helping less-confident children to extend their physical skills and take appropriate risks, such as when learning to climb. Staff encourage children's independence skills from an early age. For example, children receive encouragement to persevere with tasks they find tricky, such as dressing themselves.

Outcomes for children are good

Two-year-old children learn the basic skills to help them prepare for their future learning. Older children are well prepared for their move to school. All children help prepare their own snacks and manage their own personal hygiene routines. They develop their interest in the world around them. For example, they enjoy walks in the local area and chat about their community. They develop good mathematical skills. For example, children learn how to count and use mathematical language.

Setting details

| | |
|--|---|
| Unique reference number | 134471 |
| Local authority | Oxfordshire |
| Inspection number | 1068493 |
| Type of provision | Sessional 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 | 40 |
| Number of children on roll | 24 |
| Name of registered person | Magdalen Davies |
| Registered person unique reference number | RP511921 |
| Date of previous inspection | 5 March 2014 |
| Telephone number | 01993 844071 |

Community College Play Unit registered in 1978. It operates in the grounds of the Community College in Carterton. The provision operates for 51 weeks of each year. Children can attend before and after school, from 7.30am until 8.30am and from 3pm until 6pm respectively. There is a holiday play scheme, which offers full-time and part-time day care. There is a playgroup for children aged from two to four years that is open from 9am until 12pm each weekday during term time. There are eight members of staff, including the manager. Of these, six staff have recognised early years qualifications, including the manager who holds a foundation degree in early years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

