

# Upton Pre School & After School Club

Inspection report for early years provision

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**Unique reference number**

303488

**Inspection date**

14/07/2010

**Inspector**

Jane Shaw

**Setting address**

All Saints C of E Primary School, Hough Green Road,  
Widnes, Cheshire, WA8 4PG

**Telephone number**

0151 424 7248

**Email**

**Type of setting**

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Upton Pre School & After School Club is run by a voluntary management committee and was registered in 1998. The provision operates from two rooms known as 'The Classroom' and the 'Resource and Workshop Room' in the junior building of All Saints Upton Church of England Voluntary Controlled Primary School in the Upton area of Halton, Cheshire. Children have access to a secure enclosed outdoor play area. The pre school is open each weekday from 9am to 11.30am and from 12.30pm to 3pm during term time. The after school club operates each weekday from 7.45am to 8.55am and from 3.05pm to 6.30pm during term time.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 47 children aged under eight years may attend the setting at any one time. The setting currently takes children from two years of age and also offers care to children aged eight years to 11 years. There are currently 62 children on roll who are within the Early Years Foundation Stage attending the pre school. In the out of school club there are currently 50 children are on roll, of these 16 are under eight years, and four are within the Early Years Foundation Stage. The setting supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre school serves the local community and provides funded early education for three and four-year-olds. The out of school club serves children from All Saints Upton, St Basils, Upton and other local schools.

There are eight members of staff who work within the pre school and out of school provision. Of these, one holds a Diploma in Playgroup Practice, three hold qualifications to Level 3, and one has an NNEB qualification. A further four staff are due to undertake training and additional qualifications. The setting receives support from the local authority and is a member of the Pre School Learning Alliance and Halton Voluntary Action Group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A committed and enthusiastic staff team provide good standards of care and education for children. They know children extremely well and recognise their uniqueness when meeting their individual needs. As a result, children make good progress in their learning and development. The provision is welcoming and inclusive where all children have equal access to the opportunities and experiences on offer, therefore no individual child is disadvantaged. Effective partnerships with parents and carers are in place and support children's placements well. Good systems for self-evaluation are in place which reflects on the setting's practices and identifies strengths and highlights areas for development. The addressing of recommendations raised at the last inspection and commitment of staff demonstrates the setting's capacity to maintain continuous improvement.

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

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

- review systems to ensure all staff have an up-to-date understanding of safeguarding children issues
- develop further systems for maintaining a regular two-way flow of information with all other settings providing for children in the Early Years Foundation Stage.

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

Children are effectively safeguarded, because staff have a clear knowledge of the indicators of abuse and the procedures to follow in the event of any concerns. All staff have completed relevant training in the past and the new manager has very recently taken on the role of designated person, with responsibility for safeguarding issues. However, only one member of staff, in the after school club, has undertaken recent training updates. Robust risk assessments are in place for the premises, equipment and outings, eliminating any potential risks to children. These are done on a regular basis along with daily checks before children's arrival. Effective procedures for keeping children safe include regular emergency evacuation practices and regular head counts during sessions. Parents and carers are given copies of the setting's safeguarding and missing child policies, when accompanying the pre school on an outing. All records, documents, policies and procedures are in place, reviewed and updated, where applicable. Appropriate recruitment and vetting systems are in place to ensure the suitability of staff. Staff have access to training opportunities to enhance their existing skills and knowledge, for example, 'Every Child A Talker' and 'I Can'. Staff meet regularly to discuss planning, evaluation of activities and children's development. Good systems for self-evaluation are in place and ongoing. Staff have reflected on the setting's practices and clearly identified their strengths and areas for development, which positively impacts on the quality of the provision and outcomes for children. For example, staff have introduced a system of 'home visits' for prospective children, to help the smooth transition into pre school.

Effective partnerships with parents and carers are in place, this contributes significantly to their child's learning and development. They have access to plenty of information regarding the services provided. For example, parents and carers are invited to parents' evenings to discuss their children's development, they are actively encouraged to take part on the committee. Parents and carers, when spoken to, speak very highly of both the pre school and out of school club. They feel their children are receiving good care and education and that their children are safe while attending. Parents and carers know who their child's key person is, but feel able to approach any member of staff. Staff are working hard to develop links with all the other early years settings which children attend. Good systems for transition are in place for children moving from

the pre school to the host school. Staff also talk with other early years professionals when collecting children from class for the out of school club. Relationships with other schools is in its infancy and this is an area for further development. These arrangements ensure that everyone is working together to promote children's welfare, learning, and development to a high standard.

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

A well organised environment, use of resources, daily routine and the effective deployment of staff ensures that children benefit from a wide range of experiences. Effective team working and committed staff, who have a clear understanding of the Early Years Foundation Stage support the children's learning, development and enjoyment. Staff are confident in enabling children to make informed choices about their activities. They plan activities based around themes and children's interests, but encourage children to make their own choices at each session. Staff undertake regular spontaneous and focussed observations throughout the session, which reflect the children's progress and achievements.

Children are developing skills of independence, for example, as they put on and take off outdoor clothing, and help themselves to snacks and drinks. Older children arrive from school, wash their hands and self-select from the variety of food made available before sitting at tables with friends and socialising. Children's behaviour is good, they show care and consideration for one another, helping with tasks and activities, and playing cooperatively alongside one another at large group games. Children are proud of their achievements and pre school children are pleased to show the inspector their developmental records explaining what they are doing in the photographs. They show high levels of concentration and perseverance. Children's language and communication skills are developing very well throughout the settings. Pre school children confidently explain the daily routines and how to play a game of marbles. Out of school children talk at the tea table with friends from other schools. All children enjoy access to a range of books and happily read to one another. They are introduced to a wide variety of craft activities and opportunities using many different techniques and media to explore their creativity and mark making skills. For example, bubble printing, collage, and free painting. Older children enjoy making their own unique photograph frames, painting fish and sea horses.

Children have an understanding of size as they talk about building big and little towers, they count the number of children in the room. They competently use a computer keyboard and mouse to complete games and various tasks, and older children enjoy a game of football using the games console. Pre school children have planted a variety of seeds, for example, potatoes, herbs and sunflowers. Activities and resources promote children's understanding of diversity. Physical development is well promoted through regular physical activity sessions and older children enjoy games of tennis and dodge ball.

Staff work closely together with parents, carers and other professionals to ensure that children's health and medical needs are well catered for. All children are provided with healthy snacks and drinking water is always available. They learn

about the importance of a healthy lifestyle through discussions with staff and planned activities. Staff talk to children about possible risks and allow them to develop skills to help keep themselves safe. For example, children discuss how to use and carry scissors safely. They make a positive contribution to the setting through making decisions about activities, food and by devising club rules. Through planned activities to support children's skills and knowledge, they are successfully developing skills for the future.

## 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

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