



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251701

DfES Number: 548099

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Mary Gilbert

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Uplands Pre-School
Setting Address Uplands Community Centre, Ashburnham Way
Carlton Colville
Lowestoft
Suffolk
NR33 8LJ

REGISTERED PROVIDER DETAILS

Name The Committee of Uplands Pre-School 1046072

ORGANISATION DETAILS

Name Uplands Pre-School
Address Uplands Community Centre, Ashburnham Way
Carlton Colville
Lowestoft
Suffolk
NR33 8LJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Uplands Pre-school is a committee run community group It operates from one large and two small rooms in a community centre in Carlton Colville, Lowestoft. The pre-school serves the local area.

There are currently 54 children from 2 to 5 on roll. This includes 36 funded three year olds and 1 funded four year old. Children attend for a variety of sessions. The setting supports a small number of children who have special needs and will support those who have English as an additional language.

The group opens 5 days a week during term times. Morning sessions are daily from 09:15 until 11:45, and afternoon sessions are on Tuesday, Wednesday and Friday from 12:45 until 15:15.

Two part time and three full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). The group are members of the Pre-School Learning Alliance.

How good is the Day Care?

Uplands Pre-school provides good quality care for children. Good use is made of the available space inside the building. They ensure the premises are well organised and welcoming to parents and children. There are clear routines throughout the sessions which children know and follow well. Staff encourage children to develop their independence in promoting good health and hygiene practices. All documentation is in place and kept confidentially.

Secure safety procedures are in place for the arrival and departure of children, although at present there are no procedures to log the late arrival or collection of children. Risk assessments take place on a regular basis, although the daily assessments are not presently recorded.

There is a good range of resources and equipment for children to access. Children are encouraged to make choices from the provided range and gain independence by getting them out and helping to tidy away. The sessions are carefully planned to promote a range of learning experiences although at present there are no opportunities to take children outside. Children behave well in small and large group activities. Staff have a good awareness of special needs and work together to ensure children's needs are met.

Relationships with parents are good. The information provided ensures parents are aware of the care provided and the learning taking place. Parents are also encouraged to provide healthy snacks to be shared.

What has improved since the last inspection?

At the last inspection the setting were given several actions related to paperwork. All paperwork is now in place and is a strength. They were also asked to implement routines regarding handwashing. They now use running water from a container for handwashing after messy work and wipes at snack time.

What is being done well?

- Paperwork is well organised and covers all aspects of the needs of the children and setting.
- The staff work well together as a team ensuring the sessions run smoothly and children are engaged in purposeful activities for the maximum amount of time.
- The premises are well organised, providing a rich environment for the children. Good use is made of screens both for displaying work and organising clear learning areas.
- The policies and procedures for special needs are firmly in place, ensuring children's individual needs are met.
- Children's behaviour is well managed by staff who implement appropriate structures to deal with children, especially those who have identified needs.

What needs to be improved?

- written risk assessments to be logged regularly ensuring that risks to children are identified and minimised;
- procedures put in place to ensure late arrival, early or late collection of children are noted.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop a procedure to log times of arrival or collection if children arrive late or are collected early or late.
6	Develop formal procedures for regular risk assessments

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision of Nursery Education at Uplands Pre-School is acceptable and of good quality. Children are making very good progress towards the early Learning Goals in personal, social and emotional development and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good knowledge and understanding of the early learning goals and plan effectively to meet the needs of all children. There is a keyworker system in place and this is used to inform assessment. Staff work well as a team to develop activities for children and ensure the effective use of time and resources. However assessment opportunities within planning are not clearly identified.

The leadership and management is very good. The committee works with the manager and staff to provide high quality education. There is a development plan in place defining areas for development, with strategies in place to support their implementation. There is a formal system to monitor the quality of teaching and staff are all involved in appraisal. Training needs are identified and training opportunities sought to meet those needs.

The partnership with parents is generally good. Parents are given written information about the setting. However this is not yet linked to the foundation stage. Regular newsletters are sent home to inform parents of events and learning taking place. There are planned opportunities for parents to share children's records.

What is being done well?

- Children's musical skills are developed well in singing, listening and playing. Daily opportunities are provided for children to participate in well- planned activities.
- Staff interact well with children to extend their development in all areas.
- Plans are comprehensive and focused on children's learning. These are regularly evaluated to ensure children's needs are met.
- There is excellent communication between staff and committee who are able to identify areas for future development and provide strategies to ensure these developments are effective.
- Children handle books well. They share books with each other and adults.

What needs to be improved?

- the use of the outdoor area to promote understanding of the natural world

- the attention to linking sounds and letters and use of name cards to encourage children to recognise and write their own names
- the identification of assessment opportunities in planning

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in the setting. They are keen to learn and can access a range of resources independently. Children adjust well to different groupings, are encouraged to take turns when playing games, and work well as part of a large group when involved in activities such as parachute games. Children are learning to manage their own behaviour and are building good relationships with each other and with adults. They are learning about the needs of others through well planned role play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk about what they are doing. They answer questions and enjoy sharing stories with adults. They handle books well and choose books to take home to share with their parents. Children write for a variety of purposes, particularly linked to role play. However there are few opportunities for children to learn handwriting skills. Although children have access to name cards there are missed opportunities for using these effectively. There are few opportunities to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are involved in a wide range of activities to develop their understanding of number. They can count numbers on dice and relate them to objects. Children use simple calculations in songs. However there are limited opportunities planned to develop their skills and vocabulary. Children are learning to use language to describe shape and position. They make patterns in practical situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a wide range of opportunities to explore and investigate using their senses. They have opportunities to design and make using a range of ideas and materials. They are gaining skills in using information technology across the curriculum. There are few opportunities for children to explore the local environment. Children are gaining an understanding of their own cultures and beliefs and those of others. There are limited opportunities to develop links with the community.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the setting using the space well. Children are aware of the need to keep their bodies healthy. There is a good range of large and small equipment available for children to use to develop their gross and fine motor skills. They are supported and encouraged to ensure they handle tools safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore and use a wide range of media and materials in 2D and 3D. They participate in well-planned exciting musical experiences. Music is used as part of the daily routines, singing, playing instruments and listening to music. Props are effectively used to enable children to develop their imagination. Excellent role play opportunities are provided and staff interact well to develop children's imaginary play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop opportunities for children to access the outdoor area to develop their knowledge and skills across all areas of learning.
- Review planning to ensure opportunities are provided for children to link sounds and letters, read and write their names and identify assessment opportunities.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.