



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 303488

DfES Number:

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Nighat Ghani

SETTING DETAILS

Day Care Type	Out of School Day Care, Sessional Day Care
Setting Name	Upton Pre School & After School Club
Setting Address	All Saints Upton C of E Primary School Hough Green Road Widnes Cheshire WA8 4PG

REGISTERED PROVIDER DETAILS

Name	The Committee of Upton Pre-School and After School Club
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ORGANISATION DETAILS

Name	Upton Pre-School and After School Club
Address	All Saints C of E Junior School Hough Green Road Widnes Cheshire WA8 4PG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Upton Pre-School and Out of School Club has been registered since 1985 and 2001 respectively. The provision operates from two classrooms and the reception class area located within All Saints Upton Primary School in the Upton area of Halton. It is registered and run by a voluntary management committee.

The Pre-School provides care for 66 children aged from two to five and runs from 09:00 to 11:30 and 12:30 to 15:00 Monday to Friday during the school term time. The out of school club provides care for 47 children aged from four to eight years and runs from 07:45 to 08:45 and from 15:15 to 18:30 Monday to Friday during the school term time. It is open from 08:00 to 18:00 in all the school holidays except for Christmas. The club serves the local community.

There are 49 children on roll for the pre school all of whom are funded places. There are 48 children on roll for the out of school club.

A complement of ten staff, seven of whom hold a relevant childcare qualification look after the children.

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

How effective is the nursery education?

Provision at Upton pre-school is acceptable and of good quality. Children are making generally good progress in all the six areas of learning.

Teaching is generally good. Staff have a good understanding of how children learn through practical experience and provide interesting activities. Staff are well deployed and interact with children to extend their play. They value what they say using good questioning skills to challenge children's thinking. Good use is made of space to develop children's large and fine skills. Staff are not secure in their knowledge and understanding of the foundation stage which impacts on the delivery of the curriculum. They receive good support and guidance from the advisory and reception teacher in developing the pre-school curriculum. Observation, planning and assessment systems are in place, however gaps identified in children's learning do not show clearly how these are used for planning. Staff are calm and confident in their management of children, they have high expectations for children's behaviour and manners.

Leadership and management of the pre-school is generally good. Staff are deployed effectively and are clear about their roles and responsibilities. There is no formal system in place to monitor and evaluate the nursery education. Staff are aware of their training needs and are waiting for a place to become available. Children take part in different activities and move around the pre-school in their key worker groups, which restricts children to go back to an activity to consolidate learning.

Partnership with parents is generally good. Parents are made to feel welcome in the setting, they freely approach staff to discuss their child before or after the session. Parents are not given information on the National Curriculum. They are not encouraged to contribute towards their children's assessment or access their files freely. Overall all the parents interviewed were very happy with the care their children receive.

What is being done well?

- Staff provide activities that are interesting and enjoyable. The children have the opportunity to participate in a variety of play experiences. They are able to be creative, imaginative and develop physical skills. Staff spend time playing and talking to the children, they interact with the children positively.
- Staff have a positive, consistent approach to managing behaviour. They manage minor altercations by using distraction techniques effectively. Children are encouraged to share and be kind to each other. Good behaviour and children's efforts are recognised, celebrated and praised appropriately, creative work is valued, developing children's self-esteem and confidence.
- The staff are deployed effectively. They know about their roles and

responsibilities. They work closely with the reception class teacher and the children get plenty of opportunity to mix with the reception class children which makes it really easy to move on to school.

What needs to be improved?

- the staff's knowledge of the Foundation Stage so that the curriculum can be delivered effectively in all the six areas of learning. The planning is developed to show clearly how the next step in children's learning is used.
- the implementation of systems to monitor and evaluate the education provision and to identify staff training needs
- the children's access to a range of resources, so that they can experiment, explore and investigate freely to see how and why things happen and consolidate learning
- the parents access to information about the educational programme and free access to their children's files and their contribution towards their children's assessments.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children approach adults confidently and know the routine of the pre-school. Children are aware of right and wrong and they respond well to staff's requests and instructions. Younger children are learning to work in a group, share resources and take turns when doing different activities. They treat each other with care and consideration. Children learn about other cultures and traditions through resources such as doll, books, jigsaws and they celebrate different festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Older children access books freely. They sit and browse through a book, often showing each other pictures and words. They carefully turn the pages and follow the print from left to right. Older children can recognise and write their own names, and do so on all the work they complete. There are insufficient opportunities to recognise their name during the daily routine and environment lacks print. However children rarely show an awareness of sounding initial letters

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Staff encourage the children to count as they play and in daily routines and many children are able to count beyond ten and some older children can recognise some numerals. The children compare groups and use mathematical language, such as, 'more' or 'less'. Children are not introduced to early addition and subtraction through daily routine or by singing simple number rhymes. Good use of construction kits help the children to learn about shapes and their arrangements.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Older children are aware of time and places. They talk about the places they have been to and what they saw. Children celebrate different festivals through which they learn about different cultures and beliefs. Children do not experiment and explore to find out how and why things happen. Older children access the computer freely and are competent at using it. There is plenty of cutting, gluing and building resources on open display which children use to design and build.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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The children take part in physical development activities in the hall where they successfully develop skills such as sliding, jumping, climbing, and crawling. When using wheel toys younger children are learning to negotiate pathways as they get frustrated when two prams get tangle by the wheels. They are made aware of the changes in their bodies when they are active. The children effectively develop their fine motor skills as they use tools and materials to model, build and mark make.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children express their imaginative ideas creatively using a range of materials; they explore different materials for example play dough, water and sand. Children explore with colour to see what happens when two colours mix together. Children do not get the opportunity to explore sound patterns and match movements to music or show understanding of rhythm and beat.	
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

- increase staff's knowledge and understanding of the Foundation Stage so that the curriculum can be delivered effectively in all the six areas of learning. Develop the planning and assessment systems ensuring that the plans inform next steps for children's progress and development.
- implement systems to monitor and evaluate education provision and to identify staff training needs.
- provide a range of resources so that children can explore, experiment and investigate freely to see why and how things happen and opportunities for children to consolidate learning.
- provide parents with the information on the Foundation Stage and the opportunities for them to access their children's files freely and contribute towards assessments.

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.