

Uffculme Pre-School and Out of Hours Care

Inspection report for early years provision

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Inspection date	20/10/2010
Inspector	Judith Goodchild
Setting address	c/o Uffculme CP School, Ashley Road, Uffculme, Cullompton, Devon, EX15 3AY
Telephone number	01884 840282
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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.

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Description of the setting

Uffculme Pre-School and After Hours Club was opened in the 1970s. It is now housed in a purpose-built Elliot building with an additional room and attached office. There is a covered outside decking area and a small playground. The after school club has access to the school playground and field. The group serves the local and surrounding area. It is registered to provide care for a maximum of 20 children aged three to five years. There are currently 44 children on the pre-school roll and 41 on the after school roll. There is access and provision to meet the needs of children with special educational needs and/or disabilities. Children who speak English as an additional language are also supported. The group opens five days a week during school term times from 8am to 6pm. There is an optional lunch club that children may attend. There are nine members of staff who work across the settings .One has qualified teacher status with a qualification in early childhood studies. One has an early years' practitioner qualification at level 4, four staff have a qualification at level 3 and one a qualification at Level 3 in playwork. The setting is registered on the Early Years Register and the voluntary and compulsory part of the Childcare Register. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Uffculme Pre-school is a good, inclusive setting that successfully meets both the welfare and learning needs of children. Safeguarding arrangements are good. Children receive a high standard of care and behaviour and social relationships are good. The Early Years Foundation Stage curriculum is firmly embedded in daily practice. Capacity for continued improvement is good and is based on thorough self-evaluation of its practice involving all staff.

What steps need to be taken to improve provision further?

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

- ensure there are sufficient opportunities for children to consistently develop their numeracy skills
- increase links with the primary school so that assessment data can be shared more effectively to help the setting review its practice to ensure it meets the needs of children and prepares them well for moving into Reception class

The effectiveness of leadership and management of the early years provision

All staff have high expectations and are ambitious to maintain good improvements. Staff are committed to ensuring that children receive a high standard of care and make good progress in their learning. Safeguarding and recruitment procedures are good and ensure that children are kept safe at all times. The pre-school runs

smoothly on a daily basis and staff are well-briefed. A high priority is given to the welfare of children and all relevant policies and procedures have recently been reviewed. Risk assessments are thorough. Arrangements to collect children from school who attend the after school club are good. An appropriate range of activities is provided for them and there is a quiet area for them to complete their homework or 'chill out' at the end of the day. The large playground, sports field and bikes etc are available for children to use. Children are collected at various times and arrangements for signing them out are rigorous. Overall, there is good attention to safeguarding arrangements for the out of school care given.

There is a strong team ethos within the setting and all staff ensure that children have equal opportunities and that diversity is shared and celebrated. If children are not making the expected progress in their learning and development, advice is sought from health professionals and a good range of external agencies. Two members of staff are trained in special educational needs and/or disabilities and provision for this group is good. Leaders ensure that resources are used well, so that children are well supported and have an interesting range of activities to do.

Self-evaluation of the setting's work is good and accurately identifies areas where practice needs to be improved. All staff have benefited from a wide range of training courses over the last year, such as 'Letters and Sounds' and 'Leap into Life'. As a result the promotion of fitness and early reading are improving well. Currently staff are working to improve children's early writing skills. Links with the primary school are good but information is not shared well enough to ensure that assessment information can be used to very best effect when children start in the Reception class. Equally, this means that opportunities are missed to help the setting review its practice and developments with the Reception class.

Links with parents and carers are good. They are fully involved in the induction of their child into the pre-school. Twice yearly formal parents' evenings give them the opportunity to see the 'Learning Journal' and the progress their child has made. A 'Celebration Book' allows parents to record home events together with photographs of activities at the pre-school. Key workers are always available to talk to parents. Regular newsletters keep parents well informed.

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

Thorough well thought out induction procedures help children to settle quickly into the welcoming and secure environment. Planning of creative and exciting learning activities in pre-school and the out of school club enables children to make good progress towards their early learning goals. Regular planning and review meetings enable staff to assess the progress of children and plan activities that specifically address their individual learning needs. Staff are skilled in observing children. Assessment systems record and track children's progress and effective communication ensures that relevant information is passed between key workers.

The well designed play area enables them to play inside and outside safely and reach resources unaided. Exciting adult-led activities help to develop children's

creativity and imagination. For example, the 'Bear Hunt' involved children in enacting the story in the playground pretending to walk through mud and forests to find the bear. All children really enjoyed this activity and it was accompanied by squeals of delight as they ran away to shelter. The current focus is Autumn. Children enjoyed collected leaves and seeds on a walk to the river. They were fascinated by spiders' webs on the gates and asked to draw pictures of them. Their knowledge and understanding of the natural world is good. Children are encouraged to suggest ideas for activities and resources are provided to support their interests, recently mask-making and hairdressing. Speaking and listening is encouraged through circle time where children share their thoughts about the day's activities. Before lunch, children are encouraged to 'read books' with the help of staff. The book box contains texts suitable for both boys and girls and parents can take books home.

Children have a good understanding of basic hygiene such as washing their hands before lunch and snack-time. Lunch time is a social occasion. Children have to sit at the table and eat their lunch properly waiting for everyone to finish before leaving the table. Healthy lunch boxes are encouraged and children are provided with fruit at snack-time. Computers are available with a range of appropriate games for children to develop their skills and confidence in their use. Early writing skills are encouraged and resources are available to support this. Opportunities are missed to ensure that numeracy skills are consistently developed. For example, whilst stringing beads, opportunities to count them and relate this to numerals were missed.

Independence and responsibility are encouraged and children clear up at the end of sessions. Children have the plenty of opportunity to 'let off steam' on bikes and scooters and the slide is very popular. Children work and play well together and social relationships and behaviour is good. Sharing is actively promoted and children are taught to understand the consequences of unkind actions. They are also aware of the need to play safely whilst on bikes or during other activities.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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