

# Upton Meadows Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY359831
<b>Inspection date</b>	24/03/2011
<b>Inspector</b>	Parm Sansoyer
<b>Setting address</b>	Upton Meadow Primary School, The Square, Upton, Northampton, NN5 4EZ
<b>Telephone number</b>	07780 718171
<b>Email</b>	
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Meadows Pre-School opened in 2007 and operates from Upton Meadows Primary School, in the area of Upton, Northamptonshire. The club operates from the school library and they have access to the toilets and the outdoor play areas within the school grounds.

The before and after school club and pre-school is registered to care for 60 children from three years to under eight years. Currently there are no children on roll in the pre-school. There are 59 children on roll in the out of school club of whom 16 are in the early years age group. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Children attend a variety of sessions.

Four members of staff work directly with the children. Of whom two staff hold a level three in early years, one a level four in early years and the other is unqualified.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a familiar environment and are cared for by staff who are warm and friendly. Children enjoy their time at the club and access an appropriate range of resources to support their learning and enjoyment in most areas. Safeguarding regulations are met in relation to child protection issues but arrangements for minimising risk and conducting effective written risk assessments are not always robust enough. Partnerships with parents, carers and other agencies are developing to help meet further the children's individual needs. The developing self-evaluation system identifies most of the strengths and areas for improvement of the setting, which has a satisfactory capacity to improve.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment identifies all aspects of the environment that need to be checked on a regular basis and take all reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment) (also applies to the both parts of the Childcare Register )
- 04/04/2011

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

- plan and provide a broader range of experiences across all areas of learning

- to extend enjoyment and achievement
- increase the range of toys and resources
- develop further self-evaluation systems by fully including the whole staff team in the process in order to extend practice and improve outcomes for children.

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

There are clear policies and procedures in place in relation to safeguarding children. All staff have been suitably trained and know and understand their roles and responsibilities. There are appropriate vetting systems in place to ensure adults having contact with children are suitable to do so. Staff supervise the children well and carry out daily checks of the premises. However, the written risk assessments conducted do not fully take into account all aspects of the environment that need to be checked on a regular basis. This is a specific legal requirement which has not been met. In addition, reasonable steps are not always taken to ensure hazards to children are kept to a minimum. For example, electrical sockets, which are easily accessible to children, are not fitted with socket covers. This compromises children's safety. All other required documentation, records and policies are in place and understood by staff.

Partnerships with parents, carers, other settings and agencies are developing. Parents receive sufficient information about the setting and its policies. They are kept appropriately updated through regular discussions and written notices about their children's time at the club. Links with the host school are satisfactory, and there are systems in place to ensure messages between children, parents, the school and the setting are passed on each day.

Staff are experienced and have a sound knowledge of the Early Years Foundation Stage framework. They use a reasonable range of methods and adequate resources to provide a sufficient range of activities to meet children's needs. The library is prepared each day with a suitable range of activities on offer for children to choose from and they are kept mostly interested and engaged. However, the range of activities and resources do not offer a broad enough range of experiences across some areas of play and learning. Therefore, these do not fully maximise learning opportunities and extend children's play. Staff provide an environment which reflects the children's backgrounds and some sections of the wider community.

Since the last inspection there has been a change to the location of the setting. Currently it is based in the school library as new premises are under construction. The person in charge and the senior managers have a realistic overview about the service they provide. They understand that the temporary arrangements and restrictions to space and storage impact on the quality of children's enjoyment and achievement. Self-evaluation is largely undertaken by the senior managers and based on appropriate levels of monitoring and analysis, however, this process does not involve the whole of the staff team. This impacts on the management's ability to accurately identify all of the setting's strengths and weaknesses.

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

Children's personal, social and emotional development is fostered well. Children are welcomed into a relaxed and familiar environment where they have the freedom to decide how to invest their curiosity through mostly playing spontaneously. This routine complements the school day well and ensures many children enjoy their time at the club. Children develop close relationships, which are warm and caring, promoting a sense of belonging. Children easily discuss their anxieties and what kind of a day they have had because staff are attentive to their needs. Children are keen to take on additional responsibilities and increase their self-help skills well, as they volunteer to prepare the snack and tidy away after play.

Children benefit greatly from being outdoors and thoroughly enjoy opportunities to use the school field, football and basket ball area and the challenging range of fixed play equipment. Many children spend most of their time outdoors, depending on the weather. Children develop a positive attitude towards physical activity because many of the staff take part themselves, which clearly adds to the children's enjoyment. Children are beginning to problem solve, make connections, count, sort and match as they play with construction toys, puzzles and games. Children enjoy regular opportunities to freely colour and draw at tables and use chalk on the ground. They develop their creativity through a planned range of arts and crafts activities, such as cutting, sticking and making collages. However, opportunities for the children to paint freely are limited, due to the restrictions in the carpeted library. Children use an adequate range of role play resources, such as dolls and prams and thoroughly enjoy the small world toys, such as the people and animals, which increase their imagination. Children experience some opportunities to learn about other cultures and the wider community. They show an interest in information and communication technology as they use the computers and a games console, which are popular with the children.

Children benefit from a clean and hygienic environment and staff adopt effective practices to prevent the spread of infection. Children behave well due to the routine praise and encouragement they receive. Staff are consistent in their approach to behaviour management, which ensures children understand right from wrong. They learn how to stay safe and know what areas they can access independently and when they need to be accompanied by an adult. Children benefit from access to fresh air and the outdoor environment throughout the session, which contributes significantly to their health and well-being. Children who attend the breakfast sessions benefit from a selection of cereals and toast, crumpets and muffins. Those attending sessions after school enjoy a substantial snack, which includes healthy options, such as fresh fruits, vegetables and yoghurts. They develop suitable skills that contribute to their future learning.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 04/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 04/04/2011