

Uplands Pre-School

Inspection report for early years provision

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Inspector Jacqueline Mason

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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*.

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Description of the setting

Uplands Pre-School is run by a voluntary committee. It operates from one large and two smaller interconnected rooms in a community centre in Carlton Colville, Lowestoft. There is a fully enclosed outdoor play area. The setting serves the local area and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting opens from Monday to Friday during school term times. Morning sessions are from 8.45am until 11.45am, and afternoon sessions are on Tuesday, Wednesday, Thursday and Friday from 12.45pm until 3.45pm. The setting is registered on the Early Years Register and a maximum of 40 children may attend at any one time. None of the children may be under two years of age. There are currently 65 children on roll, attending for a variety of sessions.

The setting employs five part-time and three full-time staff to work with the children. Seven staff have early years qualifications to level 2 or 3. The setting has a Local Authority Quality Assurance Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are supported by a highly motivated and caring staff team who have a good understanding of the Early Years Foundation Stage and provide varied and interesting activities that help children make significant gains in their learning. The tracking of children's development helps staff to make generally well informed decisions about their progress and an extremely positive ethos of inclusion is promoted. Staff work exceptionally well with others who provide care and learning for the children and have outstanding partnerships with parents; this is a key strength of the setting. The health and safety of children is effectively managed and all policies and procedures necessary for the safe and efficient running of the setting are in place. Self-evaluation is rigorous and successfully identifies the strengths of the setting and areas for development, resulting in actions which are well targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the systems for observation and assessment in order to track children's progress across all areas of learning.

The effectiveness of leadership and management of the early years provision

Staff significantly enhance the development and welfare of children as they have a clear understanding of safeguarding requirements. All staff attend safeguarding training and have a good awareness of the signs and symptoms of abuse to help them recognise when children may be at risk. Recruitment procedures are robust to ensure that those working with children are suitable to do so, and regular, robust appraisals help to monitor continuing suitability. A record of Criminal Records Bureau disclosures for staff and committee members is maintained. Children's health, safety and well-being are significantly enhanced by the implementation of clear policies and procedures that form the basis of the setting's operational plan. Parents, staff and committee members are consulted and actively involved in the revision and updating of them.

Staff are highly motivated and have an enthusiasm that makes the setting an exciting place to be. There is a clear, effective key person system that ensures each child has a named adult to take responsibility for their day-to-day care, well-being and learning. The key person establishes highly inclusive systems of communication with parents to keep them very well informed about all aspects of their children's achievements and well-being. Parents report that they are extremely happy with the setting and 'could not wish for a better start' for their children. Equality and inclusion are at the heart of all that the setting does with the children, and staff are exceedingly effective in ensuring that all children are able to participate fully. Concerns about children's learning and development are managed sensitively and the setting has established substantial partnerships with outside agencies to meet special educational needs and/or disabilities.

Leaders and managers communicate effectively and purposefully with staff at all levels, leading and developing a culture of reflective practice and self-evaluation. A wide range of methods are used to evaluate the setting. The setting evaluates itself critically, and the resulting action plan sets targets that are realistic but challenging in order to promote better outcomes for children. Morale amongst staff is very high and staff are committed to the setting and their own professional development, resulting in a team which is well qualified and competent.

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

The environment is stimulating and welcoming and includes high quality toys, furniture and equipment that help to ensure the setting is conducive to learning. Children clearly benefit and thrive. Staff are deployed effectively and are actively engaged with the children at all times, following consistent routines that result in children that are confident and developing a strong sense of belonging. Children mostly come into the setting enthusiastically. Occasionally children are less confident to separate from their main carer and in these circumstances staff work sensitively with children, on a one-to-one basis, to help them settle. As a result, children have exceptional relationships with staff, confidently going to them for

support, a chat and a hug. Children demonstrate a dynamic role in their learning and show high levels of independence, curiosity and concentration. They behave exceptionally well and have excellent relationships with each other, playing well together and cooperating with popular resources, such as the computer. Good behaviour and individual efforts are valued and praised, with parents actively encouraged to contribute to 'wow' moments in their children's learning and development. Children are developing positive attitudes to others and a strong knowledge and understanding of their own customs and cultures, as well as those of others.

Children are motivated by staff who are well qualified and enthusiastic. A highly effective, cyclical system of observation, assessment and planning is implemented that helps children make significant gains in their learning. The quality of teaching is exceptional and staff work closely with parents to establish children's starting points and their likes and dislikes. Although the tracking of children's progress is not robust, the otherwise exceptional planning and organisation of the educational programme stimulates children's curiosity and interest. The programme reflects rich, varied and imaginative experiences that are fun, provide challenge and promotes all areas of learning.

Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate help to ensure that they are developing skills for the future to contribute to their economic well-being. Opportunities are provided to help children learn that print carries meaning and can be used in a variety of ways, for example, through the provision of an 'appointments diary' in the role play hairdressers. They readily use the computer and operate simple programs without adult support. Children's understanding of problem solving, reasoning and numeracy is promoted effectively through the inclusion of mathematical language in activities, such as counting the number of 'cupcakes' when working with malleable materials, and the provision of calculators, posters and number puzzles.

Children's health and physical needs are met to a very high standard. Children have ownership of their health and well-being and demonstrate that they are well informed about healthy living. They understand the importance of good personal hygiene, and a rota system is followed where children help to prepare snack for all of the children present. Children sit together with staff at snack time and this is promoted as a social time when staff and children chat about what they have done during the session. Outdoor play is actively encouraged.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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