

# Upwood Small to Tall

Inspection report for early years provision

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**Unique reference number**

221835

**Inspection date**

07/11/2011

**Inspector**

Liz Owen

**Setting address**

Upwood CP School, Ramsey Road, Upwood, Ramsey,  
Huntingdon, Cambridgeshire, PE26 2QA

**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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**

Upwood Small to Tall is managed by a voluntary management committee. It opened in 1979 and operates from rooms within Upwood County Primary School in the village of Upwood, close to Ramsey in Cambridgeshire. The pre-school is open five days a week from 8.30am to 11.30am during school term times and the breakfast and after school club operates between 8am and 9am and 3.30pm and 6pm. All children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 19 children aged from two to under five years on roll. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The out of school provision is registered on the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, plus an administrator six of whom hold appropriate qualifications to at least National Vocational Qualification Level 2. The pre-school receives support from the local authority and are a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The dedicated management team have a clear vision for the development of the provision where staff professional development is valued and outcomes for children are good. A welcoming, inclusive environment where children are seen as unique individuals provides good opportunities for children's learning and development. Children's welfare is promoted through effective practice and good management of the provision. Parents are fully involved in contributing to their child's learning and development and partnerships with other agencies are strong. Effective steps are taken to evaluate the quality of the provision for children and the setting demonstrates a good capacity to make continuous improvement and maintain standards.

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

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

- develop further recruitment and employment systems to notify all people connected with the provision who work directly with children that they are expected to declare all convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children.

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

Children are safeguarded and protected by the implementation of clear policies and procedures which are understood by staff. Safeguarding procedures in relation to child protection and maintaining a secure environment for children are effectively managed. Safeguarding training is regularly reviewed and updated to ensure staff are up-to-date with current information and any new information is incorporated into the setting's policies. Recruitment and employment procedures are in place. Suitability checks are carried out and all relevant information obtained for prospective employees. New staff receive an induction into the organisation of the setting so they become familiar with their roles and responsibilities. Therefore, they are able to care for children appropriately. Annual appraisals and regular staff meetings enable the management to monitor the work of the staff. However, procedures to establish the ongoing suitability of all people working directly with the children are not fully in place. Risk assessments and daily checks are carried out on the environment, activities and outings children are taken on. Staff use the records effectively to identify and report any potential hazards to the appropriate persons. The staff are vigilant about safety and encourage children to learn to play safely, such as understanding how to use tools and equipment in a safe manner.

The day-to-day organisation of the setting is well-managed. The manager and staff are supported by an active management committee. Staff have designated roles and responsibilities which enables them to focus on specific aspects of the provision, this also enhances their own professional development. The improvement of staff's knowledge and understanding of childcare issues is valued and they regularly access training. This contributes to the quality of care and education provided for the children. The staff and children have been involved in monitoring the environment. This has helped staff to look at the environment from the perspective of disabled users and children, resulting in changes being made to the layout and organisation of resources so that children are able to develop their independence and self-choice more effectively. The manager has identified some limitations in relation to improvements that can be made to the furniture available and the room as a whole. This has been fed into an action plan for future development.

A highly positive relationship with all groups of parents, carers and other professionals contributes to improvements in children's achievements, well-being and development. The views of parents and carers are valued and they are made exceedingly welcome and included within the setting. Parents and carers are encouraged to share information about their child when they first start at the setting. This enables the key person to meet children's individual care needs and plan a curriculum that is unique to each child. There are excellent systems in place to inform parents and carers on all aspects of their child's well-being and development. Children's development records are provided so that parents can view the photographs and comments and discuss with their child's keyworker information on their child's progress and achievements. The provision is committed to working in partnership with others and has established an excellent working partnership with the school. This partnership is beneficial in helping children with

the transition into full-time school. Partnership working with other professionals are effective in ensuring children receive any additional support that they may require.

The manager is proactive in monitoring and improving quality and outcomes for children. The regular monitoring of the provision and the Early Years Foundation Stage curriculum enables the manager to identify the strengths and areas for development within the provision and to put in place an action plan to tackle the issues identified. The recommendations made at the last inspection have been successfully addressed.

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

The staff have an excellent understanding of children's individual needs. Children are seen as individuals with their own views, interests and methods of learning. The importance of equality of opportunity is seen as key to ensuring all children receive the support they need to make good developmental progress. The provision effectively and actively promotes equality and diversity because staff understand how to support individual children and by ensuring their knowledge of diversity is good. This enables them to help children learn about similarities and differences and to address unfair discrimination. The staff use their good understanding of the Early Years Foundation Stage to engage children in purposeful and meaningful play and exploration which helps them acquire new skills and understanding. Planning for the curriculum is based on children's interests. Staff use their good knowledge of each child to plan activities which enable children to develop skills for the future. Observations and assessments are used to identify how activities can be used to challenge children's understanding and to set targets for their future learning. Staff work in partnership with the school so that teaching strategies are consistently used, such as using 'Letters and Sounds.'

Children settle well due to the excellent systems in place to help children take their first steps into nursery education. A home visit is arranged so that staff can gather information on children's individual needs and help the child and parent become familiar with the staff and provision. The benefit of a good settling-in procedure is fully understood. Happy, well-settled children become active learners, confident to ask questions and engage in the variety of activities provided. The very good interaction between staff and children help them make connections in their learning, to be actively led forward and can reflect on their learning. Conversations take place between children and adults. They use language with confidence and incorporate vocabulary associated with size and shape appropriately in their play. Children have good opportunities to learn that writing has a purpose and to develop their mark making skills. Books are readily accessible so that children can develop an enjoyment of stories. Displays of children's creative work make the room welcoming and allow parents' to see what children have achieved. The staff recognise that children learn in different ways and provide a learning environment which allows children to be independent, active learners. Direct access to the outside environment means that children can engage in self-

chosen activities in the fresh air. They make good use of outdoor areas to investigate the natural world and be physically active. Local walks and outings help children learn about the community in which they live and to observe and explore the natural world around them. For example, collecting leaves and conkers to draw and make a display. Children use technology in many aspects of their play, using interactive toys and equipment. They regularly use cameras to take pictures for themselves. They are developing competence in using a range of information and communication technology.

Children are learning to play cooperatively, to share toys and resources. There is an effective behaviour management policy which is adhered to by all members of staff so that children's behaviour is managed consistently and in a manner appropriate for their stage of development and particular individual needs. The children are learning the provision has rules and codes of behaviour. Consequently, children are learning right from wrong. Lots of praise and encouragement promotes children's self-confidence and feeling of self-worth. Children become increasingly independent and able to manage self-care skills. They know they need coats on to go outside to play when cold and that they should wash their hands before snack time. Snack time provides good opportunities for children to socialise and learn manners, as well as enabling them to make choices about when they need their food.

The promotion of healthy lifestyles is given a high priority incorporating children's mental and emotional well-being, as well as healthy eating and exercise. Children visit the local farm shop to buy fruit and vegetables which are used in cookery activities. Parents are included in promoting healthy eating and are given information on healthy meals. Activities and stories are used effectively to help children cope with change and transitions. Physical exercise is incorporated into the planned activities. Children have ample time to develop their coordination and sense of movement as they run around playing their own imaginative games outside. Children's safety is effectively managed, the premises is safe and children are well supervised. Visitors, such as the community police officer, help children learn about safe behaviour and how to use tools and equipment in a safe manner is taught. For example, learning how to use knives correctly to cut up vegetables to make soup.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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