

Up, Up and Away Pre-School

Inspection report for early years provision

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Inspector Lynn A Hartigan

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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*.

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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

Up, Up and Away Pre-school has been registered since 2011. The pre-school operates from Hulton Hall in the village of Great Waltham in Essex. The pre-school is registered to care for 26 children at any one time, aged between two and five years. There are currently 23 children on roll. The pre-school opens five days a week from 9am until 12pm. Afternoon sessions are offered on a Wednesday and Thursday from 12.30pm until 3.30pm, during term time.

The pre-school is registered on the Early Years Register and the voluntary part of the Childcare Register. There are strategies in place to support children with special educational needs and/or disabilities.

The pre-school employs eight members of staff of whom all have appropriate early years qualifications from level two to level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children experience good levels of care and attention and make satisfactory progress during their time at pre-school. Children are settled and happy in their surroundings and enjoy a variety of fun activities, which include some well planned play opportunities that promote children's awareness of diversity. Overall, safeguarding arrangements are effective and staff ensure that children are protected and feel safe. Good partnerships with parents are valued by staff, and effectively promoted by the supervisor. In addition some good links with other early years settings have developed. A systematic process to monitor and evaluate the provision has not yet been established to ensure the outcomes for children are continually improved.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment to identify children's next steps in learning
- improve the systems for the organisation of the setting by leading and encouraging a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- review the risk assessment to include and cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Children's well-being is safeguarded as procedures are in place to ensure children are cared for by staff that have completed all required suitability checks. A safeguarding policy is understood by staff who have an understanding of how to follow and support any concerns with regard to children's welfare. Most staff members have completed recent on-line safeguarding training to refresh their knowledge around child protection issues. Thorough risk assessments are completed with regard to outings outside of the pre-school. Although risk assessments are considered and a daily check list is completed with regard to the premises, they are not sufficiently detailed to include the potential hazards that children may encounter when moving between the indoor and outdoor areas. Good staff ratios ensure children are supervised well.

The staff work well with the restrictions imposed within the premises and endeavour to create a welcoming environment in which children can play and learn. Some quality resources and equipment, appropriate for the children attending are easily accessible. Some of the children's artwork is also displayed to create a sense of belonging. The supervisor is very motivated and committed to ensure improvement at the pre-school will promote positive outcomes for children attending. Significant improvements have been made in the short time since the supervisor has been in position. This is reflected in the positive feedback made by parents. For example, many comment how welcome they now feel in the setting and how approachable the supervisor and staff are. However, a systematic procedure for self evaluation is not yet in place to identify and maintain continuous improvement.

Good opportunities are being introduced to ensure parents and carers are able to contribute to the decisions made within the setting that affect their children. For example, the use of parental questionnaires will inform the staff and committee of parent's views and suggestions. They are warmly welcomed into the setting and invited to share their particular skills with the children. Regular newsletters parents' notice boards and a prospectus ensure parents are offered information in many forms.

The supervisor and her staff have developed good relationships and links with the local primary school and other agencies involved with the children. For example, some sessions take place in the village primary school. Children have great fun having lunch and school dinners in the school hall and using the schools resources. Staff also represent the pre-school at multi agency meetings. As a result, information is shared and the continuity of care across different provision that children attend is improved. Transition into school is also supported effectively. Staff are skilful in identifying children who may require additional help and have good strategies in place to share information with parents and other agencies involved with the family, ensuring every child is able to progress to their potential.

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

Most staff demonstrate a sound knowledge and understanding of how children learn and of the development requirements within the Early Years Foundation Stage. Some good observations are recorded within the children's learning journey records, along with meaningful photographs and examples of work. Staff speak intuitively of the children in their care, however the next steps of learning are not identified and are not always used to inform future planning. Therefore some children may not always be offered sufficient challenges.

Children sit quietly, listen, concentrate and take turns when they join in 'show and tell' sessions. Children are encouraged to bring items from home and tell their friends about what they have bought, often relating to the topic work. Children proudly take part promoting their confidence and listening skills. Children have opportunities to mark make as writing materials are available throughout the pre-school. Some children make good attempts at writing their names on their pictures. They have great fun using paints and mixing colours. They watch in fascination as the colours mix, whilst staff encourage them to think and predict the outcome. Children use scissors well and enjoy cutting paper into shapes. They use mathematical language such as, half and quarter. They count with confidence and are able to discuss that only four children are able to use the climbing frame at any one time. They write the number four using paper and a clipboard and are praised by staff who suggest they display their poster on the apparatus. Opportunities to mark make outdoors are also encouraged. For example, children use chalks at an easel or paint with water. Numbers, shapes and letters are displayed within the outdoor environment.

The playroom is large, and the layout of activities includes some defined areas, such as, creative and imaginative play areas. A cosy book corner is used well. Children sit for sometime enjoying their favourite books and reading stories to one another. They discuss with great excitement how they visit the library on the bus to select books for pre-school. Staff promote positive behaviour and children receive lots of praise. Staff are discreet when reminding children not to run indoors so that they do not bump into anyone. As a result children's behaviour is good and they are caring towards one another.

Diversity is reflected in some resources that are readily available such as books, cooking utensils and dressing-up clothes. Children are beginning to understand about the wider world through topic work and celebrations acknowledged within the planning. For example, children have great fun dressing up for 'World Book Day'. They enjoy eating noodles with chopsticks and setting up a Chinese restaurant to acknowledge Chinese New Year. They take orders and make up their own menus.

Through daily routines and real life situations children are beginning to understand the importance of how to stay safe. For example, when walking in the environment road safety is introduced and discussed. Children participate in fire evacuation drills and are familiar with the routine. Children benefit from healthy snacks such as

strawberries, kiwi and apples. Children are given choices, including making a decision about group or rolling snack. Children are now offered more opportunity to independently prepare their own snack to ensure learning and independence is maximised. Opportunities for children to play outdoors ensure they have sufficient time for fresh air and exercise and children clearly relish their time in the garden. Children are beginning to develop an understanding of how to stay healthy. For example, they independently take themselves to the bathroom and understand the importance of washing hands.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
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 voluntary part of the Childcare Register are:

Met