

Uffculme Pre-School and Out of Hours Care

c/o Uffculme CP School, Ashley Road, Uffculme, Cullompton, Devon, EX15 3AY

Inspection date	06/12/2012
Previous inspection date	20/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children take strong pride in caring for the resources in the pre-school and out of school provision. All children demonstrate friendly behaviour and form good relationships with peers and familiar adults.
- Staff work collaboratively with parents and the school and partnerships are well established. This makes a strong contribution to children's achievement and well-being.
- Staff motivate children successfully and engage them well in activity. They consistently recognise the importance of encouraging young children's sense of exploration and risk taking.
- Staff use effective, targeted strategies and interventions to support learning that match children's individual needs. As a result, children make good progress in their learning and development.

It is not yet outstanding because

- There are few resources, such as images and posters, around the setting to help children develop positive attitudes towards diversity.
- There are reduced opportunities for children to learn about words, shapes and numerals in a purposeful context in the outdoor environment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and outside areas. The inspector completed a joint observation with the manager and walked with staff to collect children attending the out of school care provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the self-evaluation form.
- The inspector held meetings with three practitioners, the nominated person on the telephone and the manager of the provision.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Sandra Croker

Full Report

Information about the setting

Uffculme Pre-School and After Hours Club opened in the 1970s. The setting operates from a purpose-built building, in the grounds of Uffculme Primary school in Cullompton, Devon. There is a covered outside decking area and a small playground. The after school club has access to the school playground and field.

The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 75 children aged from two to under 11 years on roll. The setting provides funded early education for children aged two, three and four years. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting is open each day during school term time, and during school holidays, from 8am to 6pm. There are 10 staff employed to work with the children. Of these, six staff have early years qualifications at level 3 and two have early years qualification at level 4 or above. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- help children to learn positive attitudes and challenge negative attitudes and stereotypes, for example, through displaying images and posters that represent positive images of diversity
- create an outside environment rich in print and display numerals and shapes in purposeful contexts.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children arrive enthusiastically to play in a warm caring environment. They enjoy playing together with interesting resources and activities, which staff provide to help them learn and develop the necessary skills for their future learning. All children demonstrate friendly behaviour, initiating conversations and forming good relationships. Staff effectively encourage children to play with friends from all backgrounds, everyone feels included.

Children eagerly use white boards, competently draw lines and circles on the glossy surface and experiment with different colours to develop their early writing skills. Staff successfully encourage children to create faces from the circles. They use challenging questions such as 'can you put little circles in your big circle for eyes?' and 'how many eyes have you got?' to help children think and respond. Children excitedly share books together in an attractive book area. They listen attentively to each other retelling favourite stories, previously introduced by staff, using illustrations and print. They enthusiastically identify the main events in the story and use this as the basis for further imaginative play. As a result, they develop good early reading skills. Children's curiosity is aroused in an indoor environment rich in print and where numbers are displayed in a purposeful context. However, outside there are fewer opportunities for children to reinforce their learning in the same way. Young children enjoy picking up counters and slotting them into a board. They persist at organising them into columns and rows. Staff productively help children make comparisons between quantities. For example, they skilfully question children and use mathematical language, including 'lots' and 'few' to help children develop their understanding of quantity.

Staff ensure activities strongly promote children's interests. Children successfully use the mouse of the computer to operate age-appropriate computer software. Staff effectively support and extend the technological skills children develop. For example, children enjoy using the mouse to drag images of features of the countryside into place to make a farmyard full of animals. Children play enthusiastically with a large, shallow tray of gloop, made from mixing cornflour and water. Staff show a strong interest in the words children use to communicate their experience; adding words effectively in the context of their play. This helps to develop children's communication and language skills effectively.

Children learn effectively to respect and tolerate each other's differences. They play with a good selection of resources encouraging them to share different parts of their lives with each other. Staff thoughtfully strengthen the positive impressions children have of their own cultures. Children learning English as an additional language have opportunities to express themselves in their own language. However, there are fewer opportunities for children to challenge negative attitudes and stereotypes through observing positive images of diversity around the setting. Educational programmes have depth and breadth across all areas of learning. Staff consistently plan for children's next stages of learning based on regular and precise assessments. They have an accurate understanding of children's developmental needs, working well with parents and outside agencies, to monitor progress. They provide interesting and challenging experiences that meet the needs of all children. Children are progressing well towards the early learning goals over time, given their starting points.

The contribution of the early years provision to the well-being of children

Parents report how they productively contribute to initial assessments of their children's starting points on entry. The key person system enables staff to use this information well, to settle children. Secure attachments are quickly established. All children's needs are met as staff use pictures, gestures and sequences of photos to successfully establish routines. Children confidently share concerns with all adults because relationships are strong at all levels. They learn to share and take turns, for example, as they happily pass a sand timer between each other when using the computer. Staff enthusiastically celebrate children's ability to share and praise them for their achievements. As a result, children's behaviour is consistently good.

Staff give the highest priority to children's safety. Children gain a good understanding of risk through activities that encourage them to explore their environment. Children show they feel safe as they excitedly push a doll's travel cot around the room full of toys to help them develop their game. Staff attentively watch play develop and support less confident children to join in. They thoughtfully remind children to take care as they make them aware of other children playing around them. This helps children to develop a good sense of safety.

Staff encourage children to experiment with different ways of moving to promote their physical development. Staff strongly promote the message 'energetic play keeps you healthy', which motivates children to be active. Children eagerly put on coats, gloves and hats to go outside to play. Staff thoughtfully help children with their personal care where needed, for example, through implementing effective nappy changing procedures. However, they also successfully help children learn to be independent and effectively encourage them to manage their own personal needs competently relative to their ages. Staff prepare children well for the next stage in their development.

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

The manager and staff effectively implement the policies and procedures required for the safe and efficient management of the setting. They understand their responsibility to safeguard children and ensure that their needs are consistently met through effective partnerships with parents and outside agencies. They have good links with the local safeguarding team and know to contact them for advice in the event of any concerns. The provider's systems for dealing with accidents and incidents are good and help to promote children's welfare effectively. All adults working with children are checked and recruitment procedures are rigorous. Staff work well as a team to maximise children's safe use and enjoyment of the premises, resources and space. Staff use of risk assessments help keep children safe, both on and off the premises. An effective and well-established programme of professional development is assisting staff to develop their practice. Staff take part in annual appraisals and informal peer observations to ensure their good practice is maintained.

The provider understands and implements the requirements of the Early Years Foundation Stage attentively. Management fulfil their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage well. There is a good overview of the curriculum through effective monitoring of educational programmes to ensure a broad range of experiences. Staff have a good, secure understanding of the areas of learning and how children learn. Staff successfully monitor planning and assessment, and effectively target children to secure good progress.

The manager and staff make robust use of self-evaluation to clearly identify and analyse practice. Staff work collaboratively together, with children, parents and local authority in continuing evaluation and forward planning. For example, staff display pictures to help children communicate effectively and for everyone to access following parental requests. Parents consistently report how staff secure appropriate outside agency intervention to ensure children receive any additional help they need. Staff make sure that parents are kept well informed about their children's progress through daily discussions and regular meetings. This helps to ensure that children receive consistency of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the

	Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	106061
Local authority	Devon
Inspection number	893969
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	28
Name of provider	Uffculme Pre-School
Date of previous inspection	20/10/2010
Telephone number	01884 841010

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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