

# UP Up and Away

Claverley C of E School, Aston Lane, WOLVERHAMPTON, WV5 7DX

<b>Inspection date</b>	13/03/2013
Previous inspection date	12/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- Staff use children's ideas and interests effectively to inform planning and adapt activities such as a visit to the dentist and an interest in den building. This broadens and enhances children's learning experiences.
- The successful implementation of the key person system enhances relationships with children and their families. Children are secure, happy and confident to express themselves, building firm friendships with their peers and the nursery staff.
- Partnerships with parents, carers and other professionals are very strong and as a result children make good progress in their learning and development, given their starting points.
- The arrangements for supporting children's transition between settings and into school are highly effective in ensuring that this is smooth and managed very positively to acknowledge individual children's characters and needs.

### **It is not yet outstanding because**

- There is scope to extend the ways in which children can make informed choices about their self-chosen activity with regard to accessing the wider range of resources.
- Some opportunities to further promote children's independence and self-care are not utilised to their full extent, such as fastening their own coat buttons or pouring their own drinks, due to occasional over-direction by staff.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 throughout the nursery in both indoor and outdoor spaces.
- The inspector interacted and spoke with children appropriately during the course of the inspection.
- The inspector accompanied children and staff on a walk through the village to access the mobile library.
- The inspector spoke with a representative of the nursery owner, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from parents' written comments in children's records.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Up, Up and Away Day Nursery was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and is situated within the premises of Claverley Primary School in the village of Claverley in Shropshire. The nursery serves the local area and is accessible to all children. It operates from self-contained rooms with additional use of the adjacent school hall and computer room. There is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff, most of whom hold appropriate early years qualifications at level 2 and 3. The nursery is also supported by members of the organisation who hold Early Years Professional Status and Qualified Teacher Status.

The nursery opens Monday to Friday all year round. The nursery is open from 7.45am to 6pm and offers additional provision for older children before and after school. Children attend for a variety of sessions. There are currently 58 children attending, of whom 28 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance children's self-initiated learning further by extending their informed choice through the use of a range of strategies, such as a pictorial catalogue of the resources on offer, as well as the resources they can see directly
- build on every-day opportunities to encourage children further in developing their independence and problem-solving skills by, for example, supporting them in doing up their own buttons and pouring their own drinks, without over-directing.

### Inspection judgements

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

Children eagerly participate in well-planned activities that capture their interests and motivate them. As a result, children make good progress in all areas of their learning and development with accurate and focused assessment undertaken. Staff track children's

progress closely, ensuring that all children are fully supported in their learning and development, including any children identified with special educational needs or disabilities. Staff intuitively use children's ideas to inform planning. For example, a visit to the dentist prompts a project on dental health and children discuss how to brush their teeth, consider the flavours of toothpaste and view themselves in the mirror to make sure they brush up and down. Another child delights in using cushions and blankets to create cosy spaces and staff plan to encourage den building as an extension of their play. This promotes children's imagination and shared thinking as they discuss how they will carry out the activity. Children use the space available effectively as they have additional access to the school hall for more energetic activities. They enjoy dance and movement and yoga, with visiting specialist teachers, to extend their physical development and coordination. Children are encouraged to select their own activities as they sit and discuss what they would like to play with. The nursery has a wide range of resources, some of which are not always evident when children are considering their own play. Consequently, their choice is sometimes limited as they select from what they can see directly, leading to some children losing interest quite quickly.

Staff engage children in both adult-led and child-initiated activity that supports their learning and development. Discussions take place when children make their pretend toothbrushes and the member of staff skilfully encourages conversation as children make connections about other items that may have bristles like the toothbrush. Children later show their completed items to visitors and giggle as they pretend to use them as proper toothbrushes, developing a sense of humour. A walk in the village ends up in the local churchyard and children discover the 'weather stone' that is hanging outside the church. The minister explains the 'stone' to the children as they listen intently, predicting that it is windy because the stone is swaying. Staff understand that interaction with the community enables children to be aware of their environment and to make connections in forging relationships.

Parents are valued and acknowledged as their child's prime educator. They are encouraged to contribute actively to their children's learning and development and often share events from home with key persons to promote this partnership. For example, dads have joined their children to help prepare Mother's Day cards and some language skills of parents are utilised to raise children's awareness of other cultures and languages. Children have also had the opportunity to view bees when a family shared their beekeeping skills with the setting. Such considerations contribute to the richness of experiences and learning opportunities children have. Parents also comment on their children's progress, speaking with the key person and being involved, particularly with the progress check at age two. This ensures a consistent approach in promoting children's progress, particularly in their communication and language and their personal, social and emotional development. Children share some of their additional home languages with each other and this supports them in understanding and acknowledging that communication takes many different forms. This also includes staff's use of pictures and gestures to support non-verbal communication. Consequently children are developing skills for the future and are well-prepared for their move into full time school when appropriate.

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

The key person system is effective in supporting children in feeling secure and developing firm attachments, helping them to settle with confidence. Practitioners are positive role models, supporting children in demonstrating acceptable behaviour. Where children require further guidance with managing strong emotions, staff work closely with parents and other professionals. This ensures that children receive consistent messages about what is acceptable behaviour. They attend to their own self-care as staff use activities such as the dental health project to promote the benefits of following healthy lifestyles. Children take regular walks in the local area, engage in active play outside and enjoy the gentler activities of yoga to enhance their physical well-being in both mind and body. Occasionally, their independence is not fully supported and staff sometimes over-direct. For example, children do not always pour their own drinks as snack time. When a child buttons a coat incorrectly, it is rectified by the member of staff rather than drawing attention to children solving the problem for themselves.

Children's safety is promoted very effectively through their activities and experiences. They show a very clear understanding of how to behave when out on their walks in the village. Staff give clear directions about how they should walk when there are no pavements as they visit the mobile library. They enjoy healthy snacks and nutritious meals prepared by the school, with dietary preferences taken into account. They join the school children in the main hall for lunch, meeting with past friends and siblings, becoming familiar with the school routines as preparation for their transition into school. Younger children are introduced to the nursery sensitively, particularly when they move up from the nursery's sister setting, as they become familiar with the staff and the routines.

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

The organisation has an established management system in place to effectively monitor and promote the quality of the learning and development and safeguarding and welfare requirements. Staff deployment is effective as staffing ratios are fully met. Contingency arrangements are established to cover staff absences and staff training to ensure that children are fully supported and supervised at all times. Excellent practice is modelled by senior managers who are intuitive and experienced in questioning children, extending their thinking and learning and monitoring their progress accurately. These staff support other practitioners in developing their confidence in becoming innate educators who can identify and maximise children's learning opportunities in everyday experiences. They are also supported in developing a consistent approach to observing and assessing children's attainment and recording this accurately so that children make progress linked to their stages and varying abilities.

Thorough self-evaluation is undertaken by the organisation, involving the views of all concerned. Children's ideas are used for planning, parents comments and views are sought through questionnaires and all staff contribute to identifying areas for further development. For example, action plans are in place to explore more ways of engaging parents in their children's learning and development and raise staff's awareness of recent

changes to the vetting and barring processes for assessing staff suitability. The management challenges the practice to bring about effective changes through well-considered staff appointments. This enhances the experiences for children and staff by introducing new ideas and varied ways of working. Staff are eager to attend specific training and bring their new ideas back to the provision. For example, children's opportunities to make marks, as a preparation for early literacy, are being planned and staff discuss how they can develop sustained, shared thinking and the use of open-ended resources with the children to promote their learning and development further.

Safeguarding is understood by all to be a collective responsibility and staff have a secure knowledge and understanding of the child protection procedures. Parents speak confidently about having been informed of these procedures through the nursery's comprehensive policies in the operational plan. The arrangements for staff recruitment and selection are thorough and robust in ensuring staff qualifications, experiences and skills are used effectively within the educational programmes. Staff are also fully aware of the impact their personal conduct may have on their professional work and on-going suitability to work with children. Children's good progress is supported by the well-established partnerships the nursery has with other agencies and professionals, resulting in children's specific needs being identified and addressed effectively.

### **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 action. 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

<b>Unique reference number</b>	EY397789
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	907179
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Jennifer Ann Vyse
<b>Date of previous inspection</b>	12/01/2010
<b>Telephone number</b>	01746 710203

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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, which are usually the childminder's 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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