

# Upton Village Pre-School

Upton Heath CofE Primary School, Upton Lane, Upton Heath, CHESTER, CH2 1ED

## Inspection date

Previous inspection date

04/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff foster children's personal social and emotional development appropriately. They are sensitive and responsive to individual children's care needs and feelings.
- Staff organise the learning environment effectively. This allows children to make independent choices from equipment and resources available.
- Close working relationships are in place with external agencies and the local schools. As a result, children are well prepared for their transition between the provision and school.

### It is not yet good because

- The manager does not receive regular appraisals which would help her identify strengths and areas for development.
- The procedures for maintaining staff records are not fully robust. As a result, required information about vetting processes is not readily available for all 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.

## Inspection activities

- The inspector observed activities in the playroom and outside learning environment.
- The inspector held meetings with the manager and spoke to staff during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's self-evaluation form.
- The inspector took into account the views of parents and carers included in the setting's own parent survey.

## Inspector

Lesley Bott

## Full Report

### Information about the setting

Upton Village Pre-School was registered in 2012 on the Early Years Register. It is situated within Upton Heath C of E Primary School, Upton, Cheshire, and is managed by a voluntary management committee.

The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. This includes four at level 3, two at level 5, and one with Qualified Teacher Status.

The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. The pre-school provides funded early education for children aged between two and five years. It supports a number of children with special educational needs and/or disabilities.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure the manager receives regular appraisals to help her further develop her good practice
- ensure that records which record the staff suitability are all available for inspection.

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

- increase the adaptation of activities to support the extension of more able children's learning during activities to help them to make good progress in all areas of learning.

## Inspection judgements

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

Staff plan a range of activities to cover all areas of learning so that children make suitable progress towards the early learning goals. They observe children during their play and make use of the Development matters in the Early Years Foundation Stage guidance to help track children's development. This information is used to accurately assess what

children know and can do so that they can plan activities that provide generally suitable challenge and extend children's learning and development towards the next steps in their learning. However some activities are not always adapted well to the children completing them. For example, a planned activity involving counting and sequencing the numbers provided challenge for some children, but others found this very easy.

Completed learning journals for each child show parents how they are progressing. These include a range of observations and photographs of the children during activities and parents are invited to include their comments or views. As a result, parents have opportunities to be involved in their child's learning.

A sound selection of activities and resources is set out for the children to play with, and staff encourage children to pursue their own interests. Consequently, children are able to make independent choices about where and what they play with. Staff appropriately support children to take on responsibility of being table monitor, or keeping the visual time line up to date. Children know and understand the meaning of the photos as they explain the daily routine, for example, washing hands, snack time, play, lunch and home time. Younger children are given support when needed from staff as they pour their own drinks at snack and mealtimes. This helps children to develop their independence and self-care skills as they master the necessary skills to support their readiness for school.

Children make sound progress in their physical development. This is because the outdoor learning environment is well planned with a wealth of stimulating, thought-provoking activities to develop their physical skills, senses and imaginative play. Children creatively develop the a-frame climbing wall into a horse, as they sit on the top using material for a harness. They play with stones, shells and other natural resources, describing how they feel. These are used to encourage counting as the children 'squirt' the number trying to move the objects off the number with the water.

Children self-register when they arrive, by selecting their name and placing it on the board at the beginning of each session. Younger children are helped by staff to find their name with help of a picture as well. This helps to recognise their name and show an awareness of letters. Staff skilfully support children in developing their imagination as they engage in expressive arts, such as music. They request the penguin and polar bear song, and take turns to waddle around the room as penguins or roar and stomp like polar bears.

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

An effective key person system ensures that children are able to form strong attachments and bonds with staff. Parents and children are invited to a 'come and play' open day and are asked to complete an 'all about me' form to enable staff to know and understand children's routines and likes and dislikes prior to them starting. This helps support consistency in their care and promotes a smooth transition from home to the setting. As a result, children settle swiftly and easily.

Inclusion is given good attention and well-established multi-agency links provide access to specialist knowledge, skills and resources. This enables the successful inclusion of children

with any additional needs to ensure they have the necessary support to help them achieve well. Staff foster children's personal, social and emotional development appropriately. As a result, children feel safe and secure within the provision. They are warmly welcomed by staff, and quickly become familiar with the daily routines through the relevant use of a visual timetable. Children show a good awareness of their own and others' safety. They are encouraged to help at tidy up time, to take care of the resources and equipment and know where all equipment belongs. This practice supports the pre-school's risk assessments and helps children to manage their surroundings to ensure safety and minimise hazards.

Children learn about healthy lifestyles through daily outdoor play. They engage in physical exercise as part of everyday activities enjoying walking to the local facilities to experience the mini woods where they can explore, climb and discover nature. As a result, children's health and well-being are effectively promoted. Children are provided with a suitable range of healthy snacks, including 'global' snacks once a week. This encourages children to try some different flavours and textures. In addition, they learn about similarities and differences that connect them to others as they link the chocolate croissant to France and dried mango to the Philippines. Children are confident learners and quickly identify food items, knowing which ones belong to the 5-a-day variety.

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

The leadership and management team consists of the committee and the manager, who is responsible for the day-to-day management of the setting. The manager is supported by her deputy and senior in the running of the pre-school and for overseeing the educational programmes and the supervision of staff. However, although the manager has had appraisals these have not been very regular. Although the manager monitors the effectiveness of the provision and supports children's satisfactory progress in learning, there is scope for the registered person to take the lead in consolidating a more rigorous approach to monitoring and supervision in order to sustain her manager's professional development and ongoing improvement to the provision.

Staff have a suitable understanding of how to safeguard and promote the welfare of children. They are aware of the signs and symptoms that may alert them to any concerns. All staff know that they have a shared responsibility to report their concerns to the designated safeguarding officer, who is the manager or the deputy manager, about the safety of any child in their care. This ensures children are protected from harm.

Risk assessments skilfully minimise hazards within the pre-school so that children can play safely. Effective recruitment procedures are in place to ensure that all those working with children have completed appropriate vetting procedures, including references and a Disclosure and Barring Services check. However, the procedure for maintaining information about the vetting process is not available for inspection a minority of staff, mainly the manger. Although staff confirm they have received suitability checks through Ofsted they do not have the information available for inspection. This means that all required documentation is not in place for inspection to demonstrate staff's ongoing

suitability. All staff have an induction period to the setting to ensure that they are fully informed of the policies and procedures in place. Effective staff deployment ensures that children are always appropriately supervised and required staff-to-child ratios are met. The manager monitors staff practice and uses regular supervision sessions to discuss strengths and areas for improvement. In addition, staff have access to regular training, both mandatory and specific training according to their individual needs and interests. Self-evaluation is undertaken to analyse the provision's strengths and staff, parents and children have opportunities to contribute to this process.

The pre-school works appropriately with external agencies, for example, speech therapists, health visitors and social work teams, ensuring all children get the support they need. Staff consistently share information with parents about children's experiences. As a result, parents know how staff meet their children's needs. Strong links are established with local schools to aid children's transition. Staff use their assessments to complete summary documents as children start school in order to effectively support their transition to the new environment. Discussions, visits and shared information ensure children are confident and ready for change. This ensures that they are able to consolidate children's learning.

## 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>	EY456500
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	897013
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Upton Village Pre-school Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01244 669060

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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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