

Uffculme Pre-School and Out of Hours Care

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

Inspection date	17/12/2013
Previous inspection date	06/12/2012

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

- Relationships between staff and children are close, supportive and encourage children to develop into confident young people.
- Partnerships and information sharing with parents are good and this benefits children learning and welfare.
- Staff use praise and encouragement to positively support learning and development.
- The effective assessment system enables staff to know the children well and promote overall good progress in their learning and development.
- Support for children with special educational needs and/or disabilities, and children who speak English as an additional language is strong.

It is not yet outstanding because

- Staff occasionally miss opportunities for extending children's skills in writing for a purpose.
- Children do not always have opportunities to learn to pour their own drinks at meal times to fully develop their independence.

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 spoke to staff and held discussions with the acting manager and deputy manager.
- The inspector undertook observations of children and staff interactions with them, indoors and outside.
- The inspector spoke to some parents to gain their views on the setting.
- The inspector carried out a joint observation with the acting manager of staff interactions with children.
- The inspector sampled some relevant paperwork including children's learning records, planning documents, staff qualifications and safeguarding policies.

Inspector

Katherine Lamb

Full report

Information about the setting

Uffculme Pre-School and After Hours Club registered 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 74 children aged from two to under 11 years on roll. The setting provides funded early education for children aged two-, three- and four-years-old. 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 12 staff employed to work with the children. Of these, eight staff have early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- increase opportunities for older children to develop their writing skills
- encourage children to be more independent at mealtimes so that they are ready for the next stage in their learning.

Inspection judgements

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

Staff meet the needs of all children well. The atmosphere is calm and organised with children and staff understanding how sessions run. Staff show close, warm relationships with children and they know the children well. There are good teaching techniques used by staff, which they have learnt through their training courses. Overall, staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. They plan a variety of learning experiences, both inside and out, according to children's interests and stage of development. Children are clearly enjoying their play and are keen to show their friends and staff what they can do, showing a positive attitude to learning. Staff are attentive and supportive to children's learning. They talk to children clearly, getting down to their level and using good eye contact. They question children about what they are doing and leave time for them to answer, showing that they have an interest in what children have to say. Observation and assessment are strong, detailing what children can do and next steps that staff will support them in so

they make good progress. Staff complete the required progress checks for children aged between two and three years and share them with the parents.

There is a good range of resources designated to support different areas of children's learning and development. Staff change resources frequently to meet children's interests and keep their play and learning focused. Children are also able to choose where they learn as they are able to access the enclosed garden for most of the day, taking resources that interest them. For example, they enjoy taking the musical instruments outside to make up their own songs and music. Children enjoy painting and talking about what they have drawn and written. However, the environment is not rich in text for them to copy and they are not fully encouraged to practice their writing skills. This means that opportunities are missed to teach children that the marks they make carry meaning.

Children show a love of books and stories by sitting and looking at books in the book corner independently and in small groups. They request staff to read favourite stories with them, joining in on parts they recognise. Children share their toys; they know and understand that sometimes they have to take turns and wait before playing with something as their friends already have it. This shows that children are developing good social skills needed to progress on to the next stage of development and get them ready for school. Staff support children with English as an additional language particularly well, learning key phrases in their language to help them feel settled and involved.

Parents appreciate the key person system, through which their children receive care from a particular member of staff. This works well in practice to help children feel emotionally secure. Children demonstrate strong bonds with all staff. Staff encourage parents to share useful information about their children when they start at the setting. Parents have ready access to records detailing children's 'learning journeys' and 'celebration folders', which they can view at any time to keep up to date with their children's progress. Parents are also able to borrow 'home bags' with activity suggestions that support different areas of learning to encourage learning at home. Staff have good relationships with the local school and teachers visit the children before they are due to move and children also enjoy going to see the school Nativity. This helps to promote good levels of continuity and means children are prepared well when they leave to start school.

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

Children show close relationships with their friends and play in harmony together. Staff teach them to share their toys and to be good communicators. They are confident learners and either ask for support when needed or play happily independently. Children show they feel safe and secure through their behaviour. Staff respond well to the needs of individual children. Staff interactions with children are thoughtful and supportive; children are happy and confident and appreciate talking to staff. All children, including those that have just started, show secure attachments to all staff looking after them and seek comfort or reassurance when needed. Children's emotional development benefits from these secure attachments. The staff listen to what children have to say and are clearly interested in their thoughts, showing they value these, which helps boost confidence. Staff organise

themselves effectively so someone is always available to give children support should it be required.

Staff use mealtimes to promote healthy eating and table manners with the children. Meal times are social occasions that have a very calm atmosphere and children demonstrate good table manners. Staff support their dietary and health needs well as they are familiar with details of any allergies children have. Parents receive information on healthy eating to support them with choosing items for their child's packed lunch. However, children do not always have opportunities to be fully involved in the serving of their drinks or have age-appropriate jugs. This does not fully support their developing independence.

Risk assessments are comprehensive and detailed, identifying risks and the measures to take to prevent them from happening to keep children safe. Children also learn to take their own risks using balancing blocks and physical equipment outside. Staff are available to support if needed but allow children to learn through trial and error. Staff encourage good behaviour from children to support their personal, social and emotional development. They model good behaviour and use praise to encourage children. Most staff also give children explanations as to why they cannot do certain things. Daily routines help children to understand about safety and careful use of resources. Children make friends, are interested in activities, enjoy their time, and look after each other. These are all things that help them prepare for the eventual move to school.

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

The acting manager has a good understanding of her responsibility in meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place including safeguarding and what to do if a child went missing. Staff understand and implement these policies as needed to protect children. This shows that staff understand the need to provide a safe and secure environment for children and they do this effectively. For example, staff ensure that the building is secure and that children cannot leave unnoticed or visitors gain access without authorisation. Staff do daily checks on the premises and are deployed effectively, making sure children are supervised closely when outside. Staffing ratios are met at all times. There is a robust recruitment and selection process. All staff have undergone suitability checks to make sure they are suitable to work with children and details of their vetting are recorded. Staff have annual appraisals and termly supervision meetings that involve observations of practice and these are formally documented. Staff are offered regular training to update their skills and knowledge appropriate to their role. They also have staff meetings and planning meetings to support them in their role. This system works well as it also enable staff to feed back to the committee to improve the outcomes for children.

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The acting manager is committed to working to improve the setting and has action plans in place. She has a very clear vision about where she wants to take the setting and improvements that need to happen. The acting manager meets with her staff team to evaluate the provision, meaning that they are all involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development for the setting and they are already working on these.

Parents are grateful for what the staff do and say they find everyone friendly, approachable and professional. Parents are kept well informed about their children's time at the setting through newsletters and informal chats, as well as parents' evenings and fundraising events. This ensures continuity of care for children and means staff are able to meet their individual needs well.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	946858
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	74
Name of provider	Uffculme Pre-School Committee
Date of previous inspection	06/12/2012
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, 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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