

Upton Village Pre-School

Acresfield Community Primary School, Acres Lane, CHESTER, CH2 1LJ

Inspection date

19/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The quality of teaching is consistently good because staff use skilful questioning to encourage children to think critically and develop their own ideas. As a result, children are enthusiastic creative learners.
- Settling-in procedures for children are well-established and appreciated by parents who comment on the happy secure attachments their children have made in a warm friendly environment.
- Managers ensure that children are effectively safeguarded, by robust recruitment and retention of staff to provide a safe, secure environment. As a result, children feel safe and confidently and independently play in their stimulating surroundings.
- Partnerships with parents, outside agencies and the host school are a positive strength of the pre-school. As a result, parents, teachers and other professionals make positive contributions to children's learning and support the acquisition of new skills at home.

It is not yet outstanding because

- Despite children progressing well, there is scope to further promote children's use of numbers and mark-making in the outdoor environment, in order to provide more opportunities for children to fully express themselves.
- Although inclusion at the pre-school is good, the use of multi-cultural resources is not always maximised, to develop children's understanding of the different cultures of people in the community around them.

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 children's play and staff interaction, indoors, outside in the garden, during physical exercise in the school hall.
- The inspector and manager undertook a joint observation of a numeracy activity.
- The inspector talked with staff and held meetings with the manager, the safeguarding officer and special educational needs coordinator.
- The inspector looked at documentation, including a representative sample of children's records, the pre-school policies and procedures and staff suitability records.
- The inspector took account of the views of parents, grandparents and children spoken to on the day of the inspection.

Inspector

Patricia Pickens

Full report

Information about the setting

Upton Village Pre-School registered in 2013 on the Early Years Register. The pre-school is one of two committee managed pre-schools and is situated in Acresfield Primary School, in Upton, Chester. The pre-school is accessible to all children. It operates from a designated playroom and school hall and there is a fully enclosed area available for outdoor play. The pre-school employs eight members of childcare staff who work between the two pre-schools. All staff are qualified one at level 2, four at level 3. The manager is a qualified teacher and two staff hold the Early Years Foundation Degree. The pre-school opens Monday to Friday term time only from 9am until 3pm. Children attend for a variety of sessions. There are currently 28 children on roll. The pre-school provides funded early education for three- and four-year-old children. It supports 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:

- develop further opportunities to promote children's use of numbers and mark-making in play and in the outdoor environment, to enhance children's understanding and use of numeracy and literacy in their play
- develop further use of multi-cultural resources, to enhance children's understanding of the different cultures of people in the community around them.

Inspection judgements

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

Children are enthusiastic creative explorers of this warm, friendly, pre-school. They are confident keen learners who are able to make decisions, and develop their own ideas, supported by staff who encourage children to try new things and take risks to succeed. Children's knowledge and understanding of the world is enriched by their participation in a wealth of learning experiences in the wider community including school. For example, children enjoy participating in the exciting world of books, during story time in the school library. They are inspired by murals of colourful characters from their favourite stories, as they imagine themselves jumping from the pages of familiar books. Children dress as fairies, waving magic wands, pretending to sprinkle fairy dust as they skip about. Others peer through magnifying glasses exploring a giant snake, fascinated as they follow patterns along its skin. Friends share stories together and sit laughing and talking as they 'pretend to read' to one another. Children gather around a member of staff as she reads a story of a very selfish crocodile, making suggestions, predicting events and observing the smallest details from the pictures, in the comfort of the library corner. Educational

programmes have depth and breadth across all areas of learning, enhanced by a range of excellent resources which create a stimulating exciting environment for children. Staff provide interesting and challenging experiences which meet the needs of all children, based on an accurate knowledge and understanding of how to promote the learning and development of children. The playroom is bright and colourful, and has an open doorway enabling children to move independently between indoor and outdoor activities. Children are fully involved in evaluating their own play experiences through discussions with their key person. They use smiley faces, not so sure and unhappy faces to convey their views on activities at pre-school. Each child is asked 'What do you enjoy playing with?' Their views and opinions are valued by staff who incorporate children's interests into their planning.

The quality of teaching is consistently good because staff use skilful questions effectively to extend children's learning and re-shape tasks to accommodate children's ideas. Staff organise activities to encourage children to have sustained time for concentration, engagement and extended thinking. For example, during play time outside, a small group of children remain inside absorbed in a maths activity of counting and matching. A member of staff encourages the children to count independently, follow patterns of size and colours, using number lines to sequence and recognise numbers. She praises children's efforts and extends more able children to count into double figures, based on prior assessment of children's individual skills, making the activity challenging and interesting. This promotes confidence and self-esteem as children smile when praised and show enjoyment in their achievements. Free-flow play into the outdoor environment finds a group of children who are engaged in cycling around the road track, exercising their muscles as they race one another. They hang tiny chalkboard number plates on the back of their vehicles after attempting to write their names with mark making materials. The races produce squeals of laughter, as children enjoy a game of fun. Despite children progressing well, there is scope to further promote children's use of numbers and mark making, in the outdoor environment in order to provide more opportunities for children to express themselves and enhance their use and understanding of early numeracy and writing skills in their play.

A well-established key person system ensures staff carry out regular spontaneous and planned assessments on children to plan next steps, tailoring activities to meet individual children's needs. Planning is shared with parents building on effective use of the progress check at age two. This ensures all children, including those with special educational needs and/or disabilities are progressing well towards the early learning goals. Children are working within the typical range of development for their age and any gaps are closing rapidly. Communication and language development is supported through songs, stories and literacy. A large alphabet line running at child height along the wall prompts discussion amongst children as they begin to notice familiar letters in the world around them. Children 'sign themselves in' with name cards supported by photographs for the youngest learners. This promotes their personal and emotional development on arrival, as they are able to recognise their own names. They develop key skills and independence needed for school. Although inclusion at the pre-school is good, the use of multi-cultural resources is not always maximised, to develop children's understanding of the different cultures of people in the community around them.

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

Settling in procedures for new children are well-embedded and effective with discussions between parents and staff to meet individual family needs. Parents are very complimentary about the 'warm, friendly environment' and 'strong relationships with staff' their children are making right from the start. Children demonstrate they feel a strong sense of belonging and security. Children are actively encouraged to develop independence and to care for their environment. For example, children participate in a lunch time routine in preparation for starting school. They come to the table, set out their individual lunch boxes with fruit, sandwiches, milk and water, serving and pouring drinks, they sit in little groups socialising, whilst other children collect their bags and artwork for home time. This allows flexibility for families dependent on their individual needs and the choice of sessions is fully appreciated by parents who comment on 'the excellent variety of choice' they are offered.

Children are supported in keeping themselves and others healthy by learning to address their own personal needs. They are encouraged to use toilets, wash their hands, dress for outdoors and hang coats on their own pegs. This promotes well-being and limits cross infection, instilling a healthy lifestyle for learners. As a result, they develop self-help skills of independence and confidence in caring for themselves and others appropriate to their age and level of understanding. A strongly embedded key person system ensures children form happy, secure attachments with staff and each other. Adults act as good role models for children, consistently giving clear guidance on expected behaviour. This provides clear boundaries for children, minimising minor conflicts and strengthening relationships amongst adults, children and their peers.

Children learn to manage risk through activities both outdoors and in sessions in the large school hall. Outdoors children enjoy an abundance of toys to cycle, push along, climbing frames on which to practise their physical skills. Children enjoy a unique experience of school life daily, as part of the programme for expressive art and design, in using the school hall, for music and movement, stimulating their love of music and rhythm. They stretch, stomp, march and dance around the floor to the beat of the music. Staff encourage them to feel their hearts and note the changes to their heartbeat as they exercise, linking learning to their previous education about 'the body, muscles and healthy lifestyles' As a result, children are confident happy learners, who are able to converse exceptionally well and express themselves enthusiastically. In this way, children are prepared emotionally and socially for their next stage of learning, especially school.

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

The safeguarding of children is a clear priority for the management team who ensure that staff are effectively trained to keep children safe. Rigorous risk assessments, both indoors and outdoors are in place to ensure children are safe and secure at all times. Staff demonstrate an excellent awareness of understanding potential harm to children and are confident in dealing with any potential safeguarding issues or concern. Children's behaviour shows they feel safe in the nursery and secure enough to share concerns with familiar adults. Security arrangements and effective procedures are in place to ensure

children's safety. For example, parents sign their children out on collection, staff complete attendance registers and monitor the school gate as each child leaves the premises. Visitors are challenged and identity is verified, all of which contribute to keeping children safe. In addition, the robust recruitment procedures ensure children are cared for by suitable staff.

The management team have an excellent understanding of their role and responsibilities to meet the requirements of the Early Years Foundation Stage. They are inspirational leaders, led by a highly experienced teacher, and collectively they have a clear view of how to drive forward improvements for the benefit of the children entrusted to their care. Ongoing performance management is effective and staff training is well supported with supervision targeted to further develop the professionalism of each member of the team. This results in children making consistently good progress because of the high quality teaching experiences they receive from staff. Managers have an excellent overview of the educational programmes in all areas of learning. Assessment of individual children is tracked efficiently ensuring that planning is extensive, offering a broad range of challenging and interesting learning experiences for all children.

Partnerships with parents, other agencies and the host school are exceptional, forging strong links, so that children are supported in their learning now and in the move into schools in the future. Additional adults specialising in additional needs, make a strong contribution to children's learning. Dedicated staff visit children at home to teach and support early years learning for children who are unable to access the pre-school provision. Parents praise the staff, they feel their children are safe and cared for by 'excellent staff', who 'know their children exceptionally well' and who 'always go the extra mile' to make their children's pre-school experience fun and exciting.

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	EY467160
Local authority	Cheshire West and Chester
Inspection number	934986
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	28
Name of provider	Upton Village Pre-school Committee
Date of previous inspection	not applicable
Telephone number	01244669060

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

