

Up, Up and Away Pre-School

Houlton Hall, South Street, Great Waltham, CHELMSFORD, CM3 1DF

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| Inspection date | 27/03/2014 |
| Previous inspection date | 06/03/2012 |

| The quality and standards of the early years provision | This inspection: | 3 |
|--|-------------------------|----------|
| | Previous inspection: | 3 |
| 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 requires improvement

- There are warm and responsive relationships between staff and children, which ensure that children are happy and enjoy their time at the pre-school.
- Staff are fully aware of how to safeguard children and as a result, children are kept safe from harm. The leadership team have a clear drive for strengthening all areas of practice to improve outcomes for children.
- Information about learning is shared between parents and staff to support children's development.

It is not yet good because

- The level of staff qualifications does not comply with the welfare requirements of the Early Years Foundation Stage.
- The planning for individual children's learning does not fully reflect children's next steps, in order to robustly support their progress.
- Sometimes, opportunities to extend children's learning are missed because open-ended questions that support children to think are not used consistently.

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 part 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 indoor and outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and spoke with the provider about the pre-school's self-evaluation plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the pre-school's parent survey.

Inspector

Suzanne Smith

Full report

Information about the setting

Up, Up and Away Pre-School was registered in 2011 on the Early Years Register and the voluntary part of the Childcare Register. It is situated in Chelmsford, Essex and is a committee run pre-school. The pre-school serves the local area and is accessible to all children. It operates from a village hall and there is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm on Monday and Thursday, 9am until 12noon on Tuesday and Friday and on Wednesday from 12.45pm until 3.45pm. A lunch club is available on Monday, Tuesday and Thursday. Children attend for a variety of sessions. There are currently 34 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. 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 staffing arrangements comply with requirements, with regard to at least half of all staff holding a full and relevant level 2 qualification
- develop the planning to fully reflect the next stage in individual children's learning, in order for them to take part in challenging tasks and make good progress.

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

- develop further the ability of the less qualified staff to use open-ended questions to fully extend children's learning.

Inspection judgements

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

The educational programmes cover the seven areas of learning and are delivered in thoughtful ways. A focus story is identified to engage children and imaginative play is promoted through the resources that are provided. For example, the focus story is brought to life as a pretend tea party is provided. This supports children to engage with the story and play together promoting their personal, social and emotional development.

Further learning is promoted at registration time when the focus story is read and children show items brought from home that relate to the story. This encourages children to talk, promoting their language development, as well as boosting their self-confidence. However, not all staff are suitably qualified which impacts upon the quality of some learning interactions. For example, staff do not always use open-ended questions to fully extend children's learning. At other times staff do support effective learning opportunities. They listen attentively to children as they play in the role play shop and take part in their imaginary play. Children's interest and engagement in activities is, therefore, suitably supported.

When children arrive at the pre-school they are warmly welcomed and find their names. Consequently, they are supported in their literacy awareness as they understand their name in print and that words have meaning. Children then choose what to play with and are appropriately supported by staff in their play and learning. Children develop their communication as they sit with staff to make Mother's Day cards and plant flowers. They concentrate as they use scissors to cut paper for the cards. Their safety is assured as they practise cutting with scissors alongside staff that are attentive to their needs. Children enjoy the outdoor environment and this is well-equipped with different resources. They learn to negotiate space successfully as they enjoy using the ride-on vehicles. Children develop vocabulary as they explore textures during a hunt for imaginary caterpillars in the bark and use the pirate ship in the sand area. There is a large area for children to sit on logs and make pretend fires, developing their understanding of the world. Consequently, children are suitably supported in the prime and specific areas of learning, which supports their readiness for school and the next stage of their learning.

Staff carry out observations and assessments and these detail children's developmental ages and highlights their next steps. This ensures that children with a developmental delay are identified early so that appropriate support is put into place. As a result, children with special educational needs and/or disabilities are making suitable progress in their learning. Staff take time to listen to children's needs and support their learning. For example, a child indicates they would like to use the laptop so this is provided for them. Children become engaged in an activity that promotes communication skills as they connect a microphone to the laptop. However, the planning does not fully reflect individual children's next stage of learning, in order to fully support their good progress. As a result, children are making satisfactory rather than good progress in their learning. Parents contribute information about children's development and learning needs when they first start, which enables staff to assess their needs straightaway. Parents are kept suitably informed of what activities are being provided and are engaged in their children's learning. For example, they support children to bring in items that relate to the story of the week. Parents are kept suitably informed of their child's progress and receive details of the progress check carried out on their child at age two.

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

There are warm and responsive relationships between staff and children. Children are confident to ask for attention from staff which is quickly given. As a result, children know

their needs will be supported, which improves their self-confidence. During registration time two children are selected to count the other children. They regularly look to staff for help with their counting and staff are extremely attentive. This fully supports their well-being and enables children to successfully complete a challenging task. When children first start at the pre-school they have as many settling-in sessions as they need. A key person is identified during the settling-in process according to the bonds formed during these early stages. Staff are sensitive to children's needs and this supports children's secure attachments. A thorough knowledge of children's care needs is collected as parents complete a form on entry. Consequently, children's emotional well-being is very well supported and children settle well on entry. The pre-school is very good at providing an inclusive environment. For example, children that have limited speech are fully included at registration time. A child presses a button on a machine that says 'good morning' when it is their turn to answer the register. This fully involves all children in their learning and supports their confidence until they are ready and able to reply without support.

Children are very well-behaved and their cooperation is strengthened during activities that provide them with small manageable tasks. For example, children develop their cooperation and listen attentively to staff when they are asked to pick up chalks from the floor. The praise given by staff when children have accomplished small tasks strengthens their learning and well-being. Children are thoroughly supported in their transition to school and attend school on one afternoon each week with the pre-school staff. This happens in the term before they start school and thoroughly prepares them for the next stage in their learning. They also have opportunities to practise school routines. For example, they change into their gym clothes and stay for packed lunch at pre-school during the week. As a result, children's emotional well-being is fully supported for transition to school. The indoor and outside environments are safe and regular risk assessments support staff in delivering a secure learning environment. Fire drills are regularly carried out and children are learning how to keep safe. They have further opportunities to learn how to be safe on walks in the local environment. Regular visits to the local Post Office to buy stamps and on their walks to the primary school strengthen their understanding of road safety. Children learn about how to take risks in the outdoor environment and are fully supported as staff remind children how to use the equipment safely.

Children are developing a good awareness of how to be healthy and enjoy the nutritious snacks provided. The pre-school works effectively in partnership with parents, supporting them to provide healthy lunches for children. As a result, children are learning how to be healthy, which supports their well-being. Children clean their hands before snack and attend to their personal hygiene independently, according to their age. Children have regular exercise and fresh air in the outdoor environment, which supports their health. Children are learning about similarities and differences as visitors attend the pre-school. A French teacher comes in every week and provides children with the opportunity to hear and practise a different language. They develop an awareness of other cultures during activities about Diwali, Chinese New Year and from visitors from the local church. Children's safety is given a high priority and regular visitors are supervised and checked for their suitability.

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

This inspection was brought forward following a notification to Ofsted by the pre-school, identifying that they do not have the appropriate number of qualified staff. This has resulted in a breach to the safeguarding and welfare requirements of the Early Years Foundation Stage. However, the impact of this on children has been reduced because suitable steps have been taken to address this issue. For example, annual appraisals and regular supervision meetings are in place to monitor staff performance. As a result, unqualified staff are supported, to some extent, in their interactions with children. In addition, unqualified staff have now enrolled on a suitable qualification course, in order to support better quality teaching and outcomes for children. Children are kept safe as a number of staff have suitable paediatric first aid certificates. All staff are fully aware of safeguarding procedures and what to do in the event of a concern about a child. They are also knowledgeable about who to contact if they have a concern about a member of the leadership team. The pre-school adheres to the mobile telephone and camera policy which explains how these should be used safely. Staff do not, therefore, use mobiles telephones or personal cameras during pre-school hours. Suitable policies are in place to support staff in their understanding of safeguarding procedures, which are regularly shared and updated. New staff are subject to rigorous checks to assess their suitability and which ensures children's safety. All staff undergo Disclosure and Barring Service checks and are not left alone with children until suitable checks are in place.

Leaders and managers have a sound understanding of their responsibilities towards the learning and development requirements of the Early Years Foundation Stage. However, there are some weaknesses in teaching practices that do not fully support children to make good levels of progress. For example, the planning does not fully reflect children's next stage of learning and occasionally, some interactions with children are weak. Children's assessments are monitored and this ensures that support is provided for children that are underachieving. Regular team meetings support all staff to be aware of individual children's development and supports satisfactory outcomes. The leadership team show a desire to improve and areas for improvement raised in the last inspection have been strengthened. For example, the use of observations and assessments have been developed and there is a suitable system in place for developing self-evaluation.

There is satisfactory partnership working with parents, who support the pre-school to strengthen their practice. Parents are warm in their praise of the pre-school and explain they receive regular information about their children's learning. Regular questionnaires are provided, which give parents the opportunity to share their ideas. These support the pre-school to improve their practice, as well as highlight areas that are good. Parents' comments have supported partnership working and as a result, parents now receive regular information about the educational programmes. Through self-evaluation, the manager has identified that training and recruitment is required to meet the legal requirements to ensure there are an adequate number of qualified staff. Partnerships with external agencies are in place, which supports effective interventions for children. Contact is made with other settings that children may also attend, as well as the local primary school. This contributes to children's well-being and ensures that children's transitions are

handled sensitively and smoothly.

The Childcare Register

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

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|------------------------------------|--|
| Unique reference number | EY433248 |
| Local authority | Essex |
| Inspection number | 956620 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 22 |
| Number of children on roll | 34 |
| Name of provider | Up, Up and Away Pre-School Great Waltham |
| Date of previous inspection | 06/03/2012 |
| Telephone number | 07501313321 |

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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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