

Uttoxeter Pre-School

United Reform Church, Carter Street, Uttoxeter, Staffordshire, ST14 8HB

Inspection date

09/07/2014

Previous inspection date

17/02/2011

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

- Staff use observation effectively to reflect on what arouses children's curiosity and interests. As a result, the stimulating environment and purposeful and developmentally appropriate activities encourage children to learn through play.
- There are good processes for assessing and tracking children's development that highlights any gaps in their development and clearly identifies any required support or intervention. As a result, children are supported to make best possible progress.
- Children thrive in the welcoming, nurturing environment provided by staff and strong attachment relationships enable children to feel secure and confident. This helps prepare them well for the next stage in learning.
- Partnerships with parents and other professionals are strong. Regular communication ensures information is shared to promote continuity in children's care and learning.
- All staff have a good understanding of their responsibilities with regard to the safeguarding and welfare requirements. As a result, children are fully safeguarded.

It is not yet outstanding because

- Staff do not consistently demonstrate the characteristics of effective teaching in supporting all children's communication and language development through meaningful interactions in every situation.
- The systems for performance management and staff's professional development are not maximised to further enrich practice, so that children make the best possible

progress.

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 conducted a joint observation with the pre-school leader.
- The inspector observed activities as children played, speaking to them when appropriate.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector held meetings with pre-school leader and she had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a range of documentation, which included the safeguarding policy, evidence of self-evaluation, including the views of parents from contributions made in documentation, children's learning and assessment records and the planning of activities.

Inspector

Kim Barker

Full report

Information about the setting

Uttoxeter Pre-School opened in 1968 and was registered again in 2001 on the Early Years Register at the present site. It is situated close to the town centre of Uttoxeter and it is managed by a committee. The pre-school serves the local area and it is accessible to all children. It operates from an upper floor room of the United Reform Church and there is an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday 9.15am until 3.15pm, term time only and children attend for a variety of sessions. There are currently 45 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 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 all staff's practice to promote and encourage children's communication and language development through even more meaningful and purposeful interactions in every situations, so that they are always supported to develop their thinking skills
- build on the already good systems for performance management and how staff are monitored to develop their skills and attributes to further enrich practice, so children make the best possible progress.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They use their secure knowledge about how children learn to plan activities to support individual children's progress. Staff collect valuable information about children's interests, likes and dislikes from parents before they start in the pre-school. They use this information, alongside their own initial observations, during the settling-in period to plan a broad range of adult-led and child-initiated activities. As a result, children are encouraged to learn through play. For example, children are supported in gaining an understanding of the world, as they investigate and explore insects and mini-beasts. Staff skilfully use descriptive language to support children's communication and language development as they describe insects they discover. Staff then effectively engage children further in using information books to help them identify and name what they have found. Staff use praise and encouragement to help children to make lists of what they have found on clip boards. This carefully coordinated experience, promotes

children's understanding of similarities and differences, mathematical and literacy development. Staff ensure that children have easy access to a broad range of resources that covers the seven areas of learning through effective planning for continuous provision. This motivates children to initiate their own play and in the well-organised environment provided for them. For example, as children paint at an easel, they begin to experiment with mixing colours. As they explore imaginatively, enhancing their early writing skills in making marks, staff skilfully encourage children's thinking and curiosity using open-ended questions and allowing time for them to respond and consider what will happen next. As a result, children are helped to explore and experiment with how their actions can make things change. However, staff do not always use open-ended questions in every instance, so that children are consistently supported to develop their critical thinking skills.

Staff make useful observations of children's learning and development and collect this information in individual development records. Effective and clear systems for tracking children's progress show that staff have a good understanding of individual children's learning needs and how to identify any gaps in their learning. They can then identify any possible delay in development early. Staff are highly motivated to support individual children's needs in planning activities to help narrow this gap swiftly. For example, children, who speak English as an additional language, are well supported due to the extremely close relationships built with parents. This results in staff consulting with them from the start about what their children already know and interests them. Staff then plan individual interventions to strengthen their development with all making very good progress from their starting points. Staff are aware of the procedures to access specialist support for children with special educational needs and/or disabilities and work in partnership with other professionals, in order to help children to make steady progress given their capabilities. Staff are fully aware of the requirement to provide parents with a written summary of the progress check for children between the ages of two and three years. They complete and share this where necessary and make good use of the information to help to plan effectively for children's next steps in their learning. Staff's effective relationships with parents ensure that important information about children's achievements that complements and enhances their learning is shared. As a result, children benefit from the effective partnerships that promote continuity in their learning.

Teaching is good and this results in frequent opportunities to support children's learning and development through purposeful interaction that promotes their communication skills and their personal, social and emotional development. For example, a small group of children enjoy taking part in acting out a familiar story about a bear going to the moon using props. They anticipate what comes next and actively contribute by selecting the appropriate props, which promotes children's self-confidence in speaking and listening. Children, who will soon be starting school, are provided with good levels of challenge appropriate to their stage of development. For example, staff make very good use of small groups to promote children's understanding of how to recognise letters and sounds. As a result, children are gaining the required skills to prepare them for the next stage in their learning. This indicates teaching that is rooted in a good knowledge of the Early Years Foundation Stage. Overall, staff have a good understanding of the learning and development requirements and support children well, so that they develop skills in readiness for nursery class and school.

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

Staff make sure they find out about children's interests and preferences by gathering good information from parents. This results in the foundations for establishing effective relationships before the child starts at the pre-school. Good settling-in procedures means that the move between home and pre-school are a positive experience. For example, staff use 'all about me' information to find out children's interests, likes and dislikes to plan appropriately for their transition. Relationships with parents are supported through daily handovers that includes information about what their child has done during their day. Children's emotional well-being is promoted through an effective key-person system. As a result, children benefit from close interactions with familiar adults. This reinforces their sense of belonging and results in children being confident to explore and investigate their surroundings and make good progress. For example, children sit in small groups with their key person for snack. They remind each other about the safe use of knives as they carefully spread butter on bread. All children actively contribute to the conversation, paying attention to what others say and respond appropriately. As a result, children's self-confidence in speaking and listening is fully supported. This helps them to make relationships with others and promotes their communication and language development.

Children are taught about the importance of leading a healthy lifestyle. They access the outdoor area at times throughout the day, which ensures that they get fresh air and exercise and develop their physical skills. All reasonable steps are taken to ensure children's safety through effective risk assessments and good steps are taken to minimise any potential risk. For example, staff's recognition of the need to promote children's physical development when the outdoor space is not accessible, is acknowledged. Staff highlight the increased risk of accidents when the safety surface gets wet and they provide large indoor climbing equipment as an alternative. Children are encouraged to behave well as staff provide them with clear and consistent boundaries. Older children are good role models in the mixed age group. The outdoor play space is organised well to support children in taking developmentally appropriate risk as physical activities are kept separated from quieter activities. For example, children practise climbing across raised stepping stones, with appropriate encouragement and support, as children playing on wheeled toys are encouraged to keep to an identified track. As a result, children play cooperatively, sharing and taking turns, promoting their personal, social and emotional development in managing feelings and behaviour. They benefit from receiving continuous praise and encouragement from staff for their efforts and achievements. This develops children's self-confidence and self-awareness.

Children learn about keeping safe as they regularly take part in fire evacuations, so they are familiar with what they have to do in an emergency. Children explain how staff help to keep them safe as they move safely around the building, holding onto the handrail as they climb the stairs. Staff share the principles of a healthy diet with parents, so that children, who bring a packed lunch, benefit from balanced, nutritious meals and they gain an understanding of the importance of healthy lifestyles. Staff successfully encourage children to look after themselves and develop their independence. For example, children have access to tissues to wipe their nose, they are appropriately supported to attend to their

own toileting needs and independently wash their hands. Children gain an understanding of the need to protect themselves from the sun as they are encouraged to wear a sun hat and they are asked if they have had sun cream applied before coming to pre-school. These developing skills go some way towards preparing children for school. Staff liaise with local nursery classes and schools to promote smooth transitions for children moving to the next stage in their learning. They share important information and encourage visits to the setting to help children to feel more comfortable about the move to school.

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

The pre-school leader and committee understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff attend relevant safeguarding training and the pre-school leader and deputy are the designated safeguarding persons. As a result, staff have a good understanding of how to respond to a safeguarding concern about a child in their care or an allegation being made against a member of staff. All required documentation and records are clear and well-written, including effective risk assessments. Policies and procedures are appropriately kept and available for parents at all times. There is good evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. The identity of visitors is checked and there are clear boundaries around the use of cameras and mobile telephones. As a result, staff's practice is effective in underpinning children's safety and welfare.

The pre-school leader and staff have a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This is reinforced through a passionate and committed attitude towards their work with children and the importance of supporting their welfare and development. Self-evaluation is used to critically reflect on the staff's practice and they seek opinions of parents through questionnaires. Key strengths of the pre-school are highlighted in the strong partnerships with parents and other professionals. They reflect on how they can improve practice further. For example, the pre-school leader highlights the need to further develop systems to review individual practice, as part of regular supervision meetings. For example, staff receive feedback following peer observation and she offers coaching on how she can support them further. Staff have the opportunity to bring children's developmental records to meetings and the pre-school leader offers advice and guidance where appropriate. However, systems for performance management and staff's professional development is not maximised to further enrich practice, so that children make the best possible progress. Staff attend termly team meetings and make good use of time at the beginning and end of the day to discuss any arising situations. As a result, there are opportunities for regular reflection of practice that have a positive impact on learning outcomes for children. The pre-school committee monitors staff performance further through an annual appraisal system. Staff attend all regulatory training and any further training needs are supported through the local authority training schedule. As a result, staff feel well supported in their professional development and show commitment and enthusiasm as they have opportunities to develop their knowledge and skills through leadership coaching and attending training courses.

The monitoring of children's progress is strengthened by the use of regular tracking of assessment and reviews of children's good progress are shared with parents termly. Partnerships with parents are good and there is good evidence of their contributions, which staff collect to provide continuity with regards to children's progress. Parents are happy with the pre-school and comment positively. For example, they comment how happy they are with the progress their children have made and how good it is to see what they have done during their time at pre-school in their development records. The pre-school has strong, effective relationships with other professionals, local settings and schools and fully understands their role in establishing effective communication when children attend more than one provision. This results in strong partnerships, which enables them to work together to complement children's learning and development.

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	218268
Local authority	Staffordshire
Inspection number	865733
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	45
Name of provider	Uttoxeter Pre-School Committee
Date of previous inspection	17/02/2011
Telephone number	07989 314762

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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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