

Upton Methodist Church Pre-School

Dorchester Road, Upton, Poole, Dorset, BH16 5NN

Inspection date	08/12/2014
Previous inspection date	03/06/2009

The quality and standards of the early years provision	This inspection:	3
	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		3
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

- Staff are very welcoming and friendly, which helps children feel valued and settle quickly to play.
- Staff liaise very well with other providers children attend and offer regular opportunities for parents to share in their child's learning. Consequently, they effectively promote a consistent approach and positive partnership working.
- Staff plan and provide a good range of stimulating, exciting and meaningful play activities for children. Consequently, staff effectively promote children's learning and development and teach them about the importance of healthy eating.

It is not yet good because

- Staff do not consistently monitor identified risks within all areas of the premises in order to keep children safe.
- Staff do not always help children to fully develop their understanding of possible risks to themselves and others, which reduces their awareness of safety.
- The organisation of some activities does not encourage the full participation of all children.

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 in their play and interactions with staff.
- The inspector sampled documentation such as the operational policies and procedures and regulatory records.
- The inspector spoke with parents and other providers that children attend and considered their views.
- The inspector completed a joint observation with the deputy manager.
- The inspector viewed the pre-school self-evaluation forms and had discussions with the manager and staff.

Inspector
Mary Daniel

Full report

Information about the setting

Upton Methodist Church Pre-School has been established for approximately 40 years and operates from the Methodist Church Hall in Upton, Poole. Children use a main hall and playroom with access to toilet facilities. Children also have access to an enclosed outdoor play area. The pre-school is open Monday to Friday, term time only from 9am until 11.30am, with afternoon sessions on a Monday and Friday from 12.30pm until 3.30pm. In addition, a lunch club operates on Tuesday, Wednesday and Thursday from 12pm to 1pm. The pre-school is registered on the Early Years Register. There are currently 61 children on roll. The pre-school receives funding to provide free early years education for children aged two, three and four years. The pre-school currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school is run by a church committee and employs nine staff. There are seven members of staff who hold appropriate early years qualifications at level 3 and one member of staff with a qualification at level 2.

What the setting needs to do to improve further

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

- improve the risk assessment systems to ensure all safety measures are consistently implemented to minimise any identified risks to children

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

- provide further opportunities for children to develop their understanding of safety and take responsibility for keeping themselves and others safe from harm
- review the organisation of some group activities to fully encourage the interest and participation of all children.

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 make regular observations of children's interests and achievements and from this information they identify their next steps of learning. This effectively helps staff plan activities that encourage children's curiosity and build on their existing abilities. Consequently, children make good progress in their learning.

Staff noticed children have an interest in dinosaurs and they made sure the toy dinosaurs were easily accessible. Children enjoyed making up games with the toys and wearing the dinosaur masks. Consequently, staff enabled children to develop their imagination and language skills well because they followed their interests. For example, they talked about the names of the dinosaurs. Staff also noticed children's fascination with trains. They actively encouraged children to use this interest to enhance their learning. For instance, younger children liked to push the toy trains through paint and playdough and noticed the patterns they made. Additionally, older children attempted to write their names and start making some recognisable letters and shapes. As a result, children develop their early writing skills effectively through their play, which helps children gain the necessary skills and interest for future learning.

Staff recognise the natural inquisitiveness of the younger children and provide meaningful activities to encourage their way of learning. For example, children became absorbed in filling and emptying containers with dried rice. They filled small teapots, jugs and kettles with water and enthusiastically poured the water out again. They laughed with delight as the water splashed them and their friends. These activities actively promoted children's early understanding of mathematical concepts, such as empty and full, and helped them develop their hand-to-eye coordination. However at times, there were too many children crowding around the water tray. This meant children did not fully benefit from this learning experience as they could not easily use the resources. Staff encouraged children's understanding of space, shape and size well as they built with the large colourful bricks. Children had great fun with their friends as they all climbed on the horse they had built. This actively encouraged children to work cooperatively together, for instance, as they decided which size bricks to use. This helps children to develop their early problem-solving skills.

Staff provide a wide range of resources that support children's learning. For example, older children enjoyed sticking the junk modelling boxes and tubes together using sticky tape. Staff encouraged children to pull the tape out and try to stick this around their models. This helps children develop their small muscle and coordination skills as well as their imagination. For instance, they made some cardboard-tube binoculars and used these to look at their friends and staff. Staff plan activities linked to different cultural events and children enjoyed shaking the sparkly glitter onto their Christmas tree shapes. Younger children happily used their fingers to dab paint across their trees. Older children helped to cut the trees out and choose different shiny shapes to stick on them. This provided children with enjoyable opportunities to explore colour and texture within their play. Older children enjoyed listening to a Christmas story. Staff effectively asked children questions about what was happening in the story. Children knew a baby was going to be born in a stable. Younger children had fun dancing and singing to the Christmas songs that a visiting parent played to them on their ukulele. Staff plan a good variety of purposeful play experiences for all children. However, the organisation of some of these activities does not fully engage the interest of all children. For example, not all children could clearly see the pictures of the Christmas story, which meant staff were not involving them as fully.

Staff understand the process of completing the required progress check for two-year-old

children. They complete a summary of children's achievements in liaison with their parents and those involved in their care and learning. This effectively helps them identify any areas where children may need further support. Therefore, staff effectively monitor children's development from an early age. Staff form very positive partnerships with parents and actively encourage their involvement. On registration, staff give parents a welcome pack, which provides clear information about the pre-school. In addition, staff actively seek parents' views of their child's developmental stages on entry. This helps staff plan effectively for each child's individual learning from the start. This clearly promotes continuity for children's care and learning.

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

Children respond happily to the reassuring approach given by staff and they enjoy their gentle humour. As a result, children settle easily into this friendly pre-school. Staff get to know children well through their ongoing liaison with parents, which helps them understand children's needs and routines. For example, staff recognised when children needed time outside to run around and use up their energy. Children had fun as they pedalled and pushed their ride-on cars and bikes around the playground area. Staff provide a wide range of resources and activities for children indoors and outdoors. For example, children helped each other to lift planks of wood and crates outdoors to make their pirate ship. Staff talked to children about their game and asked them what was happening. Children told staff they needed the ship to keep safe from the sharks in the sea. Consequently, staff actively support children's imagination in play and provide regular opportunities for them to develop their large-muscle skills. Staff told children a multicultural story about a girl collecting different fruits for her friend. They made a colourful display of these fruits for children to see. Additionally, they organised a tasting session so that children could try the fruits, such as pomegranate, pomelo and guava fruit. Staff also plan a regular fruit salad day, where parents provide a variety of fruits for their children's snacks. This provides purposeful opportunities for staff and children to talk about the foods that are good for them. As a result, children develop a positive attitude to healthy eating, which effectively promotes their good health.

Staff praise children often, which helps them feel valued. Staff annotate smiley faces with a description of children's achievements, such as being kind or sharing toys. Staff display these, which actively boosts children's self-esteem and sense of worth. Staff organise play spaces appropriately so that children can access toys and resources easily. For example, they can independently reach a range of pens, pencils and crayons, which promotes their early interest in making marks. Staff teach children to use equipment, such as scissors, safely. Staff also organise visits from the police and fire officers who talk to children about keeping safe. This contributes to how children learn about some aspects of safety. However, staff do not always ensure all identified safety measures remain in place through the session. For example, staff did not always check that they closed the safety gate to the kitchen. Consequently, there was the potential for children to access cooking equipment in the kitchen, which compromised their safety. Nevertheless, staff involve children in risk assessing some areas of the premises. For instance, children help staff to check whether the doorstops are in place in the toilets and entrance area. However, at

times children leave their toys out on the floor in front of the fire exit. Staff do not always monitor this effectively or remind children about the possible risk to their safety. This reduces the opportunities for children to learn about keeping themselves and others safe. The impact of this on children's safety is minimised because there are several other fire exits available. In addition, staff regularly practise fire drills with the children.

Staff provide small jugs to assist all children in taking responsibility for pouring out their drinks at snack times. They encourage children to find their coats and put these on themselves when going to play outside. In addition, children enjoy finding their name card to register their attendance when they arrive. These activities actively encourage children's self-care and independence skills and help them prepare for their move to school.

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

Overall, management and staff demonstrate a suitable understanding of their roles in protecting children's welfare. For example, they recognise potential signs of child protection concerns and understand the procedures to follow for any issues arising. This effectively helps to promote children's welfare. Staff complete risk assessments of the premises and identify suitable prevention to reduce potential hazards. Staff check the play areas daily before children arrive and show some awareness of minimising possible risks. However, during the inspection, staff did not always ensure that identified safety measures, such as safety gates and internal doors, were fully secure. This meant children could be in these areas unsupervised because staff did not always check children's access to and from the toilets. This compromises children's safety and is a breach of requirements of the Early Years Register. Nevertheless, adult-to-child ratios are high and staff usually supervise children well.

Management show a very sound awareness of their responsibilities as employers. They assess staff suitability through implementing clear recruitment and induction procedures. They continue to assess and support staff through ongoing supervision and appraisal systems. This helps to identify any specific training needs and ensure all staff complete safeguarding and first-aid training. Consequently, there are effective systems in place for monitoring and supporting staff in their continuous professional development.

Management regularly review the operational policies and procedures, which are made available for parents. In addition, management and staff continually evaluate their practice and are committed to developing the provision further. They have taken steps to address the recommendations raised at the last inspection, such as improving risk assessments for outings and assessment arrangements. Staff have established very positive links with other providers children attend. This enables them to share information effectively and work together well in providing continuity for children's development. This supports a continuous approach for children's care and learning needs. Parents state that staff are very friendly and supportive. They feel their children are very happy at the pre-school and make good progress. In addition, parents state that they have regular opportunities to share information on their child's progress. This effectively contributes to how staff

monitor children's overall development. Parents' views are sought on the provision offered, such as through discussions and questionnaires. Consequently, parents are involved in their children's learning and making improvements for the benefit of their child.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	153445
Local authority	Dorset
Inspection number	836781
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	61
Name of provider	Upton Methodist Pre-School Committee
Date of previous inspection	03/06/2009
Telephone number	01202 631915 or 01202 697816

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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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Piccadilly Gate
Store St
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M1 2WD

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