

Upottery Pre-School C.i.o.

Upottery, Honiton, Devon, EX14 9QT

Inspection date

Previous inspection date

12/12/2014

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

- Staff support children's speech and language well, so that all children become confident communicators.
- Children learn through a range of stimulating first-hand experiences and exploration of a wide range of resources.
- Children are forming warm and secure attachments with staff and one another.
- Staff work hard to develop children's independence skills in preparation for their move to the next stage in their learning.

It is not yet outstanding because

- Staff have not established highly effective links with the children's centre to meet the individual needs of children rigorously.

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 made observations of the children at play, both inside and outdoors, and staff interaction with them.
- The inspector had discussions with staff, committee members, children and parents.
- The inspector sampled a range of documentation including the self-evaluation form, children's records, planning, safeguarding procedures and policies.
- The inspector offered the manager a joint observation.
- The inspector viewed all areas used by the children.

Inspector

Janet Harvell

Full report

Information about the setting

Upottery Pre-school opened in 1977 and is registered on the Early Years Register. It is located in the village of Upottery near Honiton. The pre-school operates from a self-contained building on the Upottery Primary School site and provides two outdoor play areas for the children. The outdoor areas include a soft tarmac area and a grassed area with wooden play equipment, a sand pit and areas to grow plants. The pre-school serves the local community and the surrounding villages. There are currently 24 children aged from two to five years on roll. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four. The group opens five days a week during school term time only. Sessions are from 9.00am until 3.30pm Mondays, Wednesdays and Fridays, until 1.00pm on Tuesdays and 2pm on Thursdays. There are six members of staff, of whom, five are qualified to Level 3 and one member of staff is qualified to Level 2. There is disability access.

What the setting needs to do to improve further

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

- strengthen the links with the children's centre further to provide even more effective support for children with additional needs.

Inspection judgements

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

Children enjoy a well-organised learning environment and they are happy and confident. Staff provide a very good range of resources supporting all areas of learning, for children to select from, and children can choose to play indoors or outside. This means that children have good opportunities to become independent learners.

Staff observe and assess children's development regularly and use these observations to plan a range of interesting and challenging activities taking into account children's interests. Staff share observations with parents, which encourages them to be involved in their children's learning. Staff complete written progress checks for two-year-old children to provide a summary of children's development to share with parents. This helps staff to identify and address gaps in children's learning at a young age. As a result children make good progress in all areas of their development.

Children develop good language and problem solving skills. For example, during the inspection children enjoyed exploring the liquid motion timers of different sizes. Staff supported children's learning effectively as they encouraged children to predict what might happen next and to consider the reason why the liquid flowed quicker in one than the

other. Staff helped children to understand words such as 'bigger' and 'smaller', 'thin' and 'fat' as they sat with the children to discuss what was happening. There is a stimulating outdoor play area where children have free access to a grassed area and tarmac play surface. Children develop their physical skills well as they enjoy playing on the climbing frame and balancing on the wooden beams.

Children enjoyed practising letter sounds as they played 'I spy'. They bring different items, linked to the 'letter of the week', to pre-school to discuss as part of a group. This helps to promote children's literacy as they begin to match sounds to letters. Children enjoy reading story books, both through self-selection and at group reading times. They show familiarity with stories and good recall as they join in with the story, while learning new words. For example, staff encouraged the children to touch the glittery pictures as they introduced the word 'embossed' when reading a Christmas story. This helps to develop children's enjoyment of reading and to expand their vocabulary.

There is an effective key person system in place and children develop warm relationships. Staff complete individual diaries to provide parents with information on the children's activities and learning, and parents are encouraged to contribute to this. Staff use digital photographs to give parents the opportunity to see what activities children engage in on a daily basis. Children acquire good skills for effective learning in the future.

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

Children benefit from the well-developed key person system, which enhances children's well-being as they build supportive relationships. Staff develop positive links with parents and children thrive as a result. Children store their personal items in their named drawer and this helps them to feel welcome and have a sense of belonging. Staff organise the environment thoughtfully using low level shelving, which is easily accessible to all children. This helps children to be independent and to organise their play. Staff use a consistent approach and model good behaviour so that the children understand what is expected. This means that children are well-behaved and follow good routines. For example, staff remind children to move carefully to avoid accidents and encourage them to say 'please' and 'thank you'. This means that children are developing the social skills necessary to build good relationships in preparation for a successful move to school or the next stage in their learning.

Children learn about good hygiene as staff remind them to wash their hands before eating food, and they encourage the children to be independent in the use of the toilet. Children benefit from healthy snacks and drinks and parents are able to order nutritious meals, made on the school premises, for their children. Staff promote children's independence further within the daily routine as they encourage them to pour their drinks during snack time. Children also become aware of health and safety as they learn to cut their fruit using safety knives. Children learn how to keep themselves safe in the event of an emergency because staff practise the fire evacuation drill with them on a regular basis.

Staff give children frequent praise and encouragement and they celebrate children's

achievements by displaying their work prominently throughout the pre-school. At the same time, each child has a separate area to display items of work of their choosing. This promotes children's self-esteem well as they demonstrate pride in their work.

Children learn about each other's lives as they explore the large wall display of the local community, which is illustrated with photographs of the roads that children live in. Children take part in weekly visits to the local reception class, where they join in with story sessions. This helps children to develop relationships with the teachers and reinforces their pleasure of storytelling. Children are prepared well for the next stage in their learning.

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

The quality of teaching and learning is good. Leadership and management of the pre-school is strong. Staff demonstrate a good understanding of the safeguarding and welfare, and learning and development, requirements of the Early Years Foundation Stage. They plan for and provide a broad range of learning experiences to help children make good progress across all areas of learning. Staff use ongoing observations and assessments well to monitor children's progress and the effectiveness of the provision. This ensures that staff deliver a good quality educational programme consistently, which is based on an accurate understanding of children's individual progress.

Staff develop very good relationships with parents and carers. Parents complete questionnaires and make suggestions in the suggestion box, which are used to influence improvements. This encourages parents to be involved in their children's learning. Parents are very happy with the care provided for their children and they spoke positively about their child's key person. Staff display information about key persons and the children they are responsible for, and parents access information about staff roles and qualifications in the individual staff folders. This helps parents to be confident in the abilities of individual staff.

Children are cared for in a safe and secure environment. Staff demonstrate a good understanding of their roles and responsibilities. They have a secure and confident awareness about possible child protection issues and of the processes to follow should they have concerns. There are secure systems in place to ensure suitably qualified and vetted staff work with children. This process protects children further and aids safeguarding practices. Staff complete risk assessments daily to help to ensure children play in a safe environment.

The staff team works well to monitor the provision and drive improvement through effective self-evaluation. They have identified and addressed many areas for development. For example they put together a successful lottery bid to buy new resources for the outdoor play area. Management implement effective arrangements, such as regular supervision sessions, to support staff training and the development of their professional skills and to monitor individual performance. In addition, the manager carries out staff observations and has recorded her own practice to support team discussion. This means

that staff seek to improve and develop their already good practice constantly for the benefit of the children. Staff work well with some external agencies to meet children's individual needs. However, partnership working between key staff and the specialist staff at the local children's centre is not established sufficiently to provide consistent and complementary support for all children's learning.

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	EY484951
Local authority	Devon
Inspection number	1000581
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	24
Name of provider	Upottery Pre-School C.i.o.
Date of previous inspection	not applicable
Telephone number	01404 861705

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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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