

Upp-Starts Nursery & Pre-School



Uppingham Community College, London Road, Uppingham, Rutland, LE15 9TJ

Inspection date	17 February 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching across the nursery and pre-school is variable. Not all staff plan consistently, or interact intuitively, to provide children with activities that challenge or maintain their interest. As a result, some older, more able children become bored and uninterested, which affects their ability to learn more effectively.
- Children's personal hygiene routines are not consistently promoted. Staff do not always remind children to wash their hands before eating.
- The supervision and monitoring of the quality of staff's teaching is not managed thoroughly. Therefore, identified weaknesses are not swiftly addressed or acted upon, resulting in the inconsistencies in teaching and learning.

It has the following strengths

- Babies enjoy warm attachments with their key person. They are happy and purposefully engage in a variety of experiences during indoor activities, that support their curiosity and exploration.
- Staff are proactive at engaging parents in their children's learning. They regularly share information about children's progress and suggest ideas of how learning can be further enhanced at home.
- Staff have a good knowledge of the safeguarding policy and practice. As a result, children are well protected and safeguarded in the setting.

What the setting needs to do to improve further

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

- develop and improve the planning to provide children with activities that offer them an appropriate level of challenge, and which motivate their interest, so that their learning is maximised
- ensure that supervision arrangements are effective in identifying and addressing any weaknesses in teaching and staff skills, with particular regard to mentoring less confident members of staff.

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

- promote children's personal hygiene, and maintain their health and well-being, by consistently reinforcing hygiene routines, such as hand washing, particularly before eating.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, in both the indoor and outside learning environment.
- The inspector and the manager conducted a joint observation.
- The inspector held a meeting with the manager and spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation and development plans.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children access an appropriate range of activities, some of which engage their interest. Staff observe children's learning and development, and carry out regular assessments of their progress. Children are able to make choices about their play and learning, developing their confidence. Consequently, children make expected progress and are supported to acquire the necessary basic skills, in readiness for the next stage of their learning or their move on to school. However, the quality of teaching and planning is inconsistent. Some less experienced staff do not engage effectively with children, or challenge them sufficiently. This has a negative impact on their learning, as older, more able children become disengaged and lose focus. Staff support children to extend their awareness of simple mathematical concepts, through routine play activities. Some staff are more skilled at extending activities that are initiated by the children. During a walk, they encourage children to practise their physical skills, by running up and down a slope. Staff support children to take turns and develop their thinking skills through meaningful conversation. Children confidently talk about past experiences and staff encourage them to listen and follow instructions. Children's early literacy skills are promoted. They self-register by recognising their name on cards and develop their mark-making skills through painting and other media.

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

Effective relationships with parents enable staff to develop warm and secure attachments with their key children. Staff maintain a two-way flow of information to develop consistency in children's care and learning. They support children during the settling-in process and work closely with parents to help children settle more quickly. Staff help children to develop a healthy lifestyle. However, staff do not always remind children to wash their hands before eating to minimise the risk of contamination. Children have daily opportunities to play outside and take part in physical exercise using a varied range of equipment. Children are kept safe and secure because staff have a good understanding of safeguarding children. They help children to learn about keeping themselves safe during play. Children benefit from planned activities that explore a variety of cultures and festivals.

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

The provider has ensured that all staff have completed appropriate checks, and their ongoing suitability is regularly assessed. Staff are suitably qualified and regularly attend further training to update their skills and knowledge. The manager monitors the educational programmes and the quality of teaching through weekly meetings, peer observations and annual appraisals. However, this process is not yet effective in swiftly identifying and addressing the inconsistencies in teaching across all staff and in all activities. Less experienced staff are not yet being effectively mentored to improve their skills and improve the consistency of teaching.

Setting details

Unique reference number	260841
Local authority	Rutland
Inspection number	1001086
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	42
Name of provider	Uppingham Community College
Date of previous inspection	Not applicable
Telephone number	01572 821210

Upp-Starts Nursery & Pre-School was registered in 2000. It operates from a building on the site of Uppingham Community College Academy. The nursery is open Monday to Friday, from 7.45am to 6pm throughout the year. The nursery employs 12 members of staff. Of these, seven hold relevant early years qualifications at level 3 or above, and three hold appropriate degree qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

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