

# Upton Crickets

Upton Cricket Club, Hockerton Road, Upton, Newark, Nottinghamshire, NG23 5TG



## Inspection date

Previous inspection date

7 April 2015

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		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- New and unqualified staff do not fully understand how to extend children's learning.
- The manager has not yet fully embedded the supervision process to foster a culture of continuous improvement.
- Weaknesses identified through the setting's self-evaluation, with particular regard to improving teaching and learning, have not been embedded.
- The setting has not yet established links with other settings who are supporting children.

### It has the following strengths

- The key-person system is effective in meeting children's individual needs. Children have strong emotional attachments with staff. They hold out their arms for cuddles and watch eagerly for staff to return to the room.
- Children demonstrate good self-confidence when they engage in conversations with visitors. They say, 'We do French here, au revoir means bye-bye you know'. As a result, children develop some skills to support their readiness for school.
- The setting has good connections with the local community. For instance, a parent who is a farmer brought in a newborn calf for the children to see. In addition, a local farmer called in to the setting to show the children his tractor.
- Staff demonstrate a secure commitment to safeguarding children. They are knowledgeable about the safeguarding policies and procedures that promote the welfare and safety of children.

## What the setting needs to do to improve further

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

- develop staff's knowledge and understanding of how children learn, in order to shape learning experiences for each child to help them make the best possible progress and support their curiosity and thinking
- develop staff supervision so that it is sufficiently focused on any areas for improvement and reflects performance targets agreed with staff, in order to raise the quality of teaching across the team to the highest level.

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

- implement a robust action plan to swiftly address weaknesses identified through self-evaluation, in order to bring about continual improvements that support and improve children's learning and development
- develop links with other professionals who support children's progress to build on knowledge and skills to offer best support to these children.

## Inspection activities

- The inspector had a tour of the setting and held discussions with the provider, children and staff.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the main playroom and outside area.
- The inspector took into account the views of a parent spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the setting's self-evaluation and improvement plan.

## Inspector

Sharon Alleary

## Inspection findings

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

Some teaching is good, though generally, teaching is variable. Staff plan well for the children's emerging next steps and interests. However, they do not yet fully consider the different ways that children learn, when guiding their progress. For instance, newly appointed and unqualified staff sit with children and play with them. Yet their interactions do not always include good teaching strategies, such as questioning and exploring ideas. Babies curiosity is aroused when they explore and investigate cause and effect toys. Staff show them how to drop the ball in the hole and it appears at the bottom. Babies persevere until they master the process. Children develop an understanding of nature and wildlife when they take a walk to look at sheep in the attached field. In addition, they collect items to make a mini garden. Staff form positive partnerships with parents, which promotes a collaborative approach to children's care and learning.

### **The contribution of the early years provision to the well-being of children is good**

The delightfully rural location means children develop a good understanding of healthy practises, such as fresh air and exercise. Children behave well and play harmoniously together. This is because staff state clear, positive rules and boundaries, such as 'kind hands' and 'be nice please'. Staff emotionally prepare children well for school. The manager contacts the Reception teacher to discuss individual children's achievements. Children learn about different people from the community because the setting invites guest teachers for French lessons, yoga and music sessions. Safety is paramount because staff are well deployed. Children learn how to keep themselves safe by taking part in the fire drill. Children play in a well-resourced, bright and airy environment. They access the toys and games independently.

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

The setting has recently experienced a period of change. The manager regularly takes advice from the local authority. However, there is not yet an effective action plan in place, in order to improve outcomes for children. The manager has sound recruitment systems in place, which ensure staff are suitable to care for children. An effective system of tracking children's progress ensures any gaps in learning are quickly identified and targeted. Staff attend mandatory training, such as first aid and safeguarding children. Some staff have a relevant childcare qualification. However despite this, teaching still remains variable. The manager carries out informal chats with staff on a regular basis. However, the supervision process is not fully effective in supporting staff to identify their strengths and any areas for improvement, to raise the quality of teaching and learning. Information is shared with parents, such as the complaints policy. Opportunities to share information with other settings involved in supporting children's care and education are not strong enough. As a result, continuity in children's learning and development is not fully supported.

## Setting details

<b>Unique reference number</b>	EY479205
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1010606
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Susan Mary Wood
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07970265460

Upton Crickets was re-registered in 2014. The setting employs eight members of childcare staff. Of these, four hold appropriate early years qualifications. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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