

# Upton Pre-School and After School Club



All Saints C of E Primary School, Hough Green Road, Widnes, Cheshire, WA8 4PG

## Inspection date

1 July 2015

Previous inspection date

14 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The manager and her enthusiastic staff team are passionate about the pre-school. Previous recommendations have been addressed and staff demonstrate a positive and continuous drive to improve outcomes for children.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and implement daily safety checks to minimise hazards.
- Children's emotional needs are supported well. They are confident and display a good sense of belonging because of the secure attachments they form with staff.
- The highly qualified staff team use their experience and knowledge to engage children effectively during their play. Staff use good teaching methods, providing a good level of support, interaction and intervention when needed.
- Staff observe and assess children's learning and effectively track their development. This means that staff quickly identify gaps in children's learning and put effective support plans in place for children with special educational needs and/or disabilities. Consequently, all children make the best possible progress and are prepared for the next stage in their learning.

### It is not yet outstanding because:

- Opportunities for children to extend their understanding of healthy eating and how a variety of foods contribute to a healthy lifestyle are not fully promoted.
- The manager is not highly effective in monitoring and evaluating the impact of teaching, to provide staff with further development opportunities to raise the quality of teaching.

## What the setting needs to do to improve further

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

- extend opportunities for children to learn about the importance of a healthy diet
- strengthen the monitoring and evaluation of the impact of teaching and provide more opportunities for staff to develop highly effective teaching.

## Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and viewed the pre-school's self-evaluation and development plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Kellie Lever

## Inspection findings

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

The manager and the staff understand the requirements of the Early Years Foundation Stage and follow children's interests when planning challenging activities. Resources are of a good quality and cover all the areas of learning. As a result, children are engaged and motivated to learn. Children show good control and coordination as they move freely between the indoor and outdoor area. They have lots of opportunities to learn to handle equipment, tools and resources effectively. As a result, children develop their physical skills well. Staff support children to develop a love of books from an early age. Staff effectively bring stories to life through good storytelling techniques. They allow children time to respond to pictures and to predict the outcome of the story. Therefore, children's imaginations are extended and their communication and language development is supported well.

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

The pre-school is a welcoming and stimulating environment. Staff build good relationships with parents and give children the comfort and routines they need to feel cared for and safe, especially when they first start at the pre-school. Children are encouraged to be independent throughout the session. However, staff sometimes miss opportunities to extend children's understanding of the importance of eating healthy foods, in order for them to learn about healthy lifestyle choices. Children's behaviour in the pre-school is positive. They share, take turns and treat each other with kindness and respect. Additionally, children have good opportunities to chat and listen to each other. As a result, this develops their social skills and prepares them for school.

### **The effectiveness of the leadership and management of the early years provision is good**

Regular supervision meetings are carried out to check the ongoing suitability of the team. Staff attend additional training, building on their existing qualifications. Information gained is then shared with staff at meetings to further extend all staff knowledge. However, the manager has not yet fully considered all possible ways to evaluate the impact of teaching and use this to develop teaching to an outstanding level. Partnerships with parents and other early years professionals, such as childminders and teachers, are good. Staff share information to support children's care and development to ensure children's needs are met. The manager accurately monitors children's progress, evaluates strengths and identifies any areas for development. For example, she has plans to develop the outdoor space, to further support children who prefer to spend time outdoors. As a result, all children are appropriately supported in working towards their learning goals and the provision for children is consistently improving.

## Setting details

<b>Unique reference number</b>	303488
<b>Local authority</b>	Halton
<b>Inspection number</b>	864779
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Upton Pre-School and After School Club Committee
<b>Date of previous inspection</b>	14 July 2010
<b>Telephone number</b>	0151 424 7248

Upton Pre-School and After School Club was registered in 1998. The pre-school and after school club employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications to level 3, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 11.30am and from 12.30pm until 3pm. The after school club opens from Monday to Friday during term time. Sessions are from 7.45am until 8.55am and from 3.05pm until 6.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities.

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