

Upp-Starts Nursery & Pre-School



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

Inspection date 13 November 2015
Previous inspection date 17 February 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The manager and staff team are professional and enthusiastic. Since the last inspection, they have worked hard to put improvements in place which benefit children.
- Staff provide a warm and welcoming environment with a good variety of easily accessible resources. This helps to encourage children to make independent choices about their own play.
- Staff are good role models and children behave very well. They learn that cooperating with others helps to make activities a success.
- Children make good progress. Staff are clear about children's individual learning needs and plan activities built on their interests. Children are praised for their attempts and achievements, promoting their emotional well-being effectively.
- The monitoring of staff performance is effective. The manager works alongside staff and reviews their practice to help improve standards of teaching.
- Parents are very pleased with the progress their children make and speak very highly of the care given by staff.

It is not yet outstanding because:

- Parents do not always have the opportunity to contribute to the setting's self-evaluation and to be involved in setting targets for future development.
- Occasionally, small-group activities are not organised as effectively as possible to engage all children's interest all of the time.

What the setting needs to do to improve further

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

- strengthen arrangements for parents to contribute to the setting's self-evaluation so they are involved in driving improvements for the future
- enhance the organisation of small-group activities to ensure children's engagement and progress their already good learning towards outstanding.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

K.A.Bryan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the signs of abuse and know who to contact if they have any concerns about children. Recruitment procedures are robust and help to ensure children are safeguarded. The manager has a good understanding of the requirements of the Early Year Foundation Stage. She monitors the educational programme to ensure all children make good progress in their learning. All staff are reflective practitioners and contribute to the nursery's self-evaluation. Realistic and achievable targets are set, helping to drive improvements to the service. Staff are well qualified and take opportunities to develop their professional practice further. Partnerships with parents are effective and contribute to consistency in children's care.

Quality of teaching, learning and assessment is good

Staff have a good understanding of using observations and assessments to plan for the next steps in children's learning. Parents are kept well informed about their children's progress and are encouraged to continue their learning at home. Staff have used their knowledge from training to benefit children. For example, babies now have more access to messy play, supporting their awareness of different textures. Children are confident talkers and staff ask a good range of questions to help promote their thinking. Children count during routine activities and younger children explore space as they fit pegs into holes. They listen attentively and concentrate as staff read them stories. These developing key skills help prepare children well for the move on to school. They have good opportunities to learn about the local community through trips. A range of festivals are also acknowledged, developing children's understanding of the wider world and other cultures.

Personal development, behaviour and welfare are good

Key persons work closely with parents and gather all relevant information so they can respond quickly to children's changing needs. Settling-in procedures are gradual, promoting children's emotional well-being effectively. Children enjoy being outside and the recent addition of a 'mud kitchen' has added even more interest to the garden area. Staff risk assess all areas to help make the environment safe. Children learn to take small risks, for example, as they climb up to the slide. This contributes to their growing awareness of keeping themselves safe. Staff promote healthy lifestyles. For example, children have grown leeks and made soup using these. This helps them make good links between eating home-grown produce and caring for the environment. Children's move on to school is well arranged so that staff can spend time with children at their new setting. This promotes continuity of care and learning, supporting children's confidence and self-esteem.

Outcomes for children are good

All children make good progress in their learning from their starting points. They are well supported to become confident and independent learners who are ready for the next stage in their learning or the move on to school.

Setting details

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|------------------------------------|-----------------------------|
| Unique reference number | 260841 |
| Local authority | Rutland |
| Inspection number | 1010993 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 48 |
| Number of children on roll | 35 |
| Name of provider | Uppingham Community College |
| Date of previous inspection | 17 February 2015 |
| 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 employs 11 members of staff. Of these, nine hold relevant early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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