

Upton Village Pre-School

Upton Heath CofE Primary School, Upton Lane, Upton Heath, Chester, CH2 1ED



Inspection date	23 February 2016
Previous inspection date	4 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 quality of teaching is good. The well-qualified staff team engages children in purposeful learning experiences which are planned in line with their individual development needs and interests. All children, including disabled children and those with special educational needs, make good progress from their starting points.
- Children feel safe and secure and enjoy their time in this stimulating and nurturing pre-school. They form strong attachments with caring staff. This promotes children's emotional well-being. The highly effective key-person system enables children to settle quickly and easily.
- Partnerships with parents are excellent. Parents speak highly about the staff team and feel actively involved with their children's learning. A number of successful strategies enable parents to support and extend their children's learning at home.
- Good progress has been made since the last inspection. The newly appointed manager has high aspirations for children and staff. She leads a dedicated and highly committed staff team that has a shared vision to do their very best for all children.
- Staff promote children's pre-reading skills exceptionally well. Children enthusiastically participate in selecting and choosing books. They are eager to talk about the stories and enjoy sharing books with their friends, staff and visitors.

It is not yet outstanding because:

- Clear procedures for the supervision of staff are in place. However, these are not yet rigorous enough to drive the quality of teaching to an outstanding level.
- Systems to monitor the achievements of different groups of children are not yet precise enough to support all children to make the best possible progress.

What the setting needs to do to improve further

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

- build on the supervision arrangements for staff to precisely identify strategies to raise teaching practice to an outstanding level
- sharpen the focus on progress made by different groups of children so that any variations in learning are quickly identified and addressed to increase the potential for all children to achieve at the highest level.

Inspection activities

- The inspector observed the quality of interactions during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector engaged in a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as, the pre-school's self-evaluation and evidence of the suitability of staff and committee members.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of child protection issues. Recruitment and induction procedures are robust. Staff are vigilant and keep the environment safe and secure. The manager regularly reviews the quality of the setting and takes into account the views of staff, parents and children. This has led to positive changes to improve outcomes for children. For example, a new planning and observation system significantly helps staff identify challenging next steps for each child based on their interests. Staff are encouraged to undertake mandatory and additional training courses so that they continue to develop their knowledge, skills and practice further. Very good support is given to disabled children and those with special educational needs through close working with other professionals.

Quality of teaching, learning and assessment is good

Children have access to a range of exciting and interesting resources that supports their learning across all areas. Staff are enthusiastic and interact with children positively, encouraging them to be inquisitive and independent learners. Children demonstrate good concentration and problem-solving skills as they attempt different mathematical puzzles. Staff support children to count. Children reach high numbers accurately and identify a wide range of shapes. More-able children are challenged as they begin to recognise and use mathematical symbols in their early addition and subtraction activities. There is a strong focus on developing children's listening, communication and language skills. One example of this is when children hide different items in containers and shake these. Children excitedly say if they can hear a loud, medium or soft sound. They use their imaginations to good effect as they enthusiastically guess what is inside. Children take turns using the computer and show a good level of skill as they operate equipment.

Personal development, behaviour and welfare are good

Staff give children plenty of opportunities to explore and take the lead in their learning. Children are given special responsibilities and staff use praise effectively to support their self-esteem. Children's behaviour is very good. Staff are positive role models who provide gentle guidance. Children learn about responsibility as they help to tidy away their toys. Children are supported to gain an awareness of differences within the wider world, for example, when they celebrate events from various cultures. Staff work very closely with parents to ensure that settling-in procedures are tailored to children's individual needs. Staff provide children with healthy food choices and help them to learn about the importance of healthy lifestyles. Children follow good hygiene routines and their physical skills are promoted well. Children learn how to keep themselves safe and are confident to take risks. For example, children enjoy building a pathway with crates and develop their balance as they walk across it.

Outcomes for children are good

Children have a positive attitude to learning and gain a range of key skills in readiness for the next stage of their education. Strong links with the school prepare children emotionally for their eventual move and ensure consistency in their learning and care.

Setting details

Unique reference number	EY456500
Local authority	Cheshire West and Chester
Inspection number	1028745
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	40
Name of provider	Upton Village Pre-school Committee
Date of previous inspection	4 July 2013
Telephone number	01244 669060

Upton Village Pre-School was registered in 2012. The pre-school employs 11 members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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