

Upwood Small to Tall

Upwood Primary School, Upwood, HUNTINGDON, Cambridgeshire, PE26 2QA



Inspection date

2 March 2016

Previous inspection date

7 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching and concern for children's well-being are outstanding. Staff demonstrate an exceptional understanding of how children develop and learn. They show clear passion and dedication for their work. This ensures that each individual child is extremely well prepared for their next stage of learning, such as starting school.
- Staff place a high focus on promoting independence, helping children to develop new skills and to be confident about making choices. Children successfully dress themselves for outdoor play, putting on wetsuits and wellington boots. They cut up fruit and help to lay the table for snack.
- Staff respond very successfully to children's changing interests and to their spontaneous play. They maximise learning opportunities and help children learn in a way that best suits them.
- Staff quickly identify children who require additional support and work extremely closely with families and other professionals involved in their care. Precise teaching skills, expertly delivered by staff, help children to reach their full learning potential and rapidly narrow any gaps in their learning.
- Highly positive parent and carer relationships are established right from the beginning. Staff exchange, gather and value information from parents, using it very effectively for the benefit of each child's care and development. Parents consistently take books with linked activities and other resources home to further support their children's learning.
- The manager, committee and staff are highly skilled and effective at constantly monitoring and evaluating all aspects of the setting, to support continuous improvement.

What the setting needs to do to improve further

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

- implement the plans to further extend partnership working with feeder schools to evaluate their effectiveness.

Inspection activities

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

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff are very experienced and trained in child protection. They fully understand their responsibilities in protecting children in their care. Ongoing suitability of staff is regularly checked. There is a rigorous system for monitoring staff's performance. Staff strive to improve their already excellent knowledge and skills further. Their professional development is very well supported. Partnerships with other providers and the local school are very well established. Plans are in place to gather more detailed feedback from feeder schools about children's readiness for school when they enter the Reception class. This information will be used as part of the setting's ongoing monitoring of their service. Parents are extremely grateful for the advice and support staff provide, especially in supporting their child's learning and development at home.

Quality of teaching, learning and assessment is outstanding

Children are highly respected as individuals and staff demonstrate a superb knowledge and understanding of individual children's learning needs. They speak extensively about all children and show a deep appreciation for their different backgrounds. Children's concentration skills and engagement in activities are superb. Children are engrossed in activities for sustained periods of time, developing their ideas and exploration with adult support. Children thoroughly enjoy sensory play, exploring a flour and water mix with excitement. They are fascinated with the solid mixture as it turns into a liquid when it runs through their fingers. Children describe the activity as, 'Awesome'. Staff consistently encourage children to solve their own problems as they encounter them. For example, when a ball becomes stuck in a tube, children are encouraged to find objects they can use to try and remove it. Children's learning is further extended as staff encourage them to think if the object they have chosen is long enough to reach the ball.

Personal development, behaviour and welfare are outstanding

Staff give a high priority to creating very strong bonds and attachments with children and their families, starting with visits to meet children in their own homes. Children are extremely confident and explore the environment with purpose. Staff have high behavioural expectations of children. Children understand the rules and boundaries in place. They flourish as they learn useful social skills, such as kindness, consideration and how to negotiate and take turns. One example of this is a child letting another child take home the painting they had chosen to paint together. Children learn to successfully manage their own risks in their environment. When playing a game of tag in the garden, children think, slow down and take care near patches of mud to minimise their risk of slipping.

Outcomes for children are outstanding

Children make excellent progress in their learning. They participate in rich, varied and imaginative activities. Planning fully embraces children's interests and learning styles, which ensures the activities enthuse and excite them. Staff evaluate the progress children are making, through very accurate and precise assessment.

Setting details

Unique reference number	221835
Local authority	Cambridgeshire
Inspection number	865986
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	38
Number of children on roll	120
Name of provider	Upwood Small to Tall Committee
Date of previous inspection	7 November 2011
Telephone number	01487 802 086

Upwood Small to Tall was registered in 1980. The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 to 5. The manager holds Early Years Teacher status. The setting opens from Monday to Friday, term time only. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a small number of children who have special educational needs.

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