

Upton Village Pre-School

Acresfield Community Primary School, Acres Lane, Chester, CH2 1LJ



Inspection date

1 February 2018

Previous inspection date

19 March 2014

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

Summary of key findings for parents

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

- Supervision, coaching and training is not robust enough. It does not improve staff's knowledge and skills to help to raise the quality of teaching and assessment to become consistently good. The quality of teaching is variable.
- At times, staff do not give children enough time to explore and investigate their self-chosen play activities.
- Staff miss opportunities to act upon children's suggestions and ideas, and to use these to help children to make good progress in their learning and development.

It has the following strengths

- Staff successfully develop children's physical health. For example, they offer healthy nutritional snacks and daily opportunities for children to be physically active.
- Staff give parents ideas to support children's learning at home. Parents are very complimentary about the staff and say that their children enjoying attending.
- Staff have developed strong links with the host school and they work in partnership to ensure a smooth transition for children when the time comes.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure that staff receive effective supervision and coaching to raise the standard of teaching and assessments to a consistently good level throughout the pre-school. 28/02/2018

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

- give children enough time to become deeply involved in their learning and to complete their self-chosen play activities to their satisfaction
- help staff respond effectively to children's spontaneous ideas and suggestions that help to extend their learning and sustain their interest.

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 carried out a joint observation with the pre-school manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the pre-school manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records, and she discussed the pre-school's evaluation document with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has supervision arrangements in place for staff. However, these are not yet robust enough to identify and support all staff in developing their knowledge with regard to teaching and assessment skills. Risk assessments are carried out daily to help keep children safe. Safeguarding is effective. Staff know about the different signs that would cause them to be concerned about a child's welfare. They have a clear understanding of the agencies they must contact in the event of a concern. The manager has identified some areas for improvement and involves parents, children and staff in her evaluation of the pre-school.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Some staff supervise rather than provide children with high-quality learning experiences. Staff miss some opportunities to extend children's learning and fail to acknowledge their suggestions and ideas. On occasions, routines and adult-planned activities take unnecessary priority over children's choices and staff do not give children enough time to explore their self-chosen activities. Although staff make regular assessments of children's progress, these are not always updated in a timely manner. This means that some staff do not consistently provide children with activities that are precisely matched to their individual learning needs. In contrast, other staff skilfully promote children's language and imaginative skills. For example, they encourage children to repeat refrains and predict the story ending. They support children's mathematical development. For example, they encourage children to compare sizes of objects and sort them into groups. Children learn to recognise numbers in their play. Two-year-old children learn to count and recognise basic shapes.

Personal development, behaviour and welfare are good

Staff provide clear guidance and explanations to help children manage their behaviour. Children share and take turns. Staff help children learn how to stay safe. For instance, children learn how to use scissors safely. Children enjoy healthy snacks and talk about different fruit they like to eat. Staff encourage children to exercise regularly.

Outcomes for children require improvement

Not all children make enough progress in some aspects of their learning and development. However, they enjoy opportunities to look at books and hear stories being read to them. Children develop an awareness of words and their meaning. They gain some skills to support them in readiness for future learning and school.

Setting details

Unique reference number	EY467160
Local authority	Cheshire West and Chester
Inspection number	1102651
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	12
Number of children on roll	27
Name of registered person	Upton Village Pre-school Committee
Registered person unique reference number	RP905019
Date of previous inspection	19 March 2014
Telephone number	01244 381696

Upton Village Pre-School registered in 2013. The pre-school employs nine members of childcare staff. All staff are qualified from level 3 to level 5. The pre-school opens Monday to Friday, term time only, from 9am to 3pm. The pre-school provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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