

Up, Up and Away Pre-School

Houlton Hall, South Street, Great Waltham, CHELMSFORD CM3 1DF



Inspection date	4 June 2019
Previous inspection date	2 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 are well qualified, experienced and ambitious. They work well as a team and strive to continually develop their practice. The manager has clear ongoing plans in place and thinks carefully about how to prioritise improvements to support the best outcomes for children.
- The manager and staff have developed effective partnerships with local schools. Children moving on to school look forward to visits to their new classes. This helps build their confidence, as they become familiar with teachers, the school environment and routines.
- Children choose to spend the majority of their time outdoors. They have many wonderful opportunities to be active and to explore the natural environment. Children talk about the effect exercise has on their bodies. For example, they describe their legs as 'heavy' when they pedal tricycles up a slope.
- Staff provide children with many opportunities to explore. Children become absorbed as they experiment, such as when using a variety of materials to make potions. They explain their thinking, using a wide vocabulary, and develop good communication and language skills.
- Staff sometimes miss opportunities to provide additional challenge to the most able children to support them to make even better progress in their learning.
- Staff do not consistently track children's overall learning as accurately as they could, in order to help them precisely plan for children's next steps across all areas of development.

What the setting needs to do to improve further

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

- extend activities to provide more challenge to help children make the best possible progress in their learning
- strengthen the systems for tracking of children's progress to help plan for their next steps across all areas of learning more accurately.

Inspection activities

- The inspector observed the staff's teaching and their interactions with children both indoors and outdoors.
- The inspector observed an adult-led activity with the manager and held a discussion with her about staff's teaching and children's learning.
- The inspector discussed the progress children are making with staff and looked at some children's assessment records.
- The inspector held a meeting with the manager and looked at a sample of paperwork, including staff qualifications, suitability checks and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of possible indicators that a child is at risk. They regularly undertake safeguarding training to help them extend their knowledge. All staff know the procedures to follow should they need to report any child protection concerns. Staff turnover is low, but when used recruitment and vetting procedures are robust, ensuring that staff are suitable to work with children. The manager is ambitious and passionate about developing her staff's knowledge and promoting their confidence and individual skills. She holds regular supervisory meetings with them and identifies ongoing professional development opportunities for each staff member. The relatively new management committee is supportive and plays an active part in leading and developing the pre-school.

Quality of teaching, learning and assessment is good

Staff gain good information from parents on what children can already do when they begin to attend the pre-school. They use this and their own initial observations of children's learning to quickly identify their starting points. Staff share children's next steps in learning with parents and with other settings they attend. This promotes continuity in children's development. Staff play alongside children and generally promote their learning effectively. They help children to develop their ability to solve simple problems. For example, when children are trying to remove an object from a bottle, staff encourage them to try different techniques. Children become absorbed as they experiment and are pleased when they succeed at the task. Staff provide many opportunities for children to develop early writing skills. For example, they provide books and pens in the role-play area and children use these to record appointments, as they pretend to be vets.

Personal development, behaviour and welfare are good

Staff set up a stimulating environment each day, making the best use of the space available to them. The key-person system is consistent and strong. Staff warmly greet their key children when they arrive at the pre-school. Children's behaviour is good; they play cooperatively, take turns and show respect for each other and for adults. Children show high levels of independence and develop good self-care skills. Staff encourage them to complete tasks for themselves, such as by self-registering and using the bathroom. Partnerships with parents are good. Parents speak very positively about the staff, stating they offer superb care for children. They say children show disappointment when it is not a day they attend, as they are so eager to play and learn.

Outcomes for children are good

Children are confident and demonstrate positive attitudes to their play and learning. They are gaining the key skills in readiness for school. Children use books well, such as to gain information about what bees might do when they go in a hole in the ground. Children enjoy colouring by number activities and show remarkably strong pencil control skills and good number recognition.

Setting details

Unique reference number	EY433248
Local authority	Essex
Inspection number	10070323
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	28
Name of registered person	Up, Up and Away Pre-School-Great Waltham
Registered person unique reference number	RP907305
Date of previous inspection	2 February 2015
Telephone number	07501313321

Up, Up and Away Pre-School registered in 2011 and is located in Great Waltham, Chelmsford. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The manager holds qualified teacher status. The pre-school opens on Monday, Tuesday, Thursday and Friday from 9am until 3pm. A breakfast club runs on Monday and Tuesday from 8am until 9am. The pre-school provides funded early education for two-, three- and four-year-old children.

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