

# Upton Daycare

Upton Primary School, Waggon Lane, Upton, Pontefract WF9 1JS



<b>Inspection date</b>	5 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 has a clear vision for the nursery's continuous improvement. She has created a committed team of staff and there are robust procedures to evaluate the overall quality of provision. The staff ensure children play and learn in a bright, open and stimulating environment.
- Staff accurately assess the level of children's skills, knowledge and understanding on entry to the nursery. They plan well overall to build on children's interests and skills to help them make good progress from their individual starting points. Staff have high expectations and strive to make learning enjoyable and engaging.
- Staff have a thorough knowledge of the children in their care and respond well to their individual needs, including supporting those with special educational needs and/or disabilities. They help children to be independent, imaginative and to solve problems. For example, children create their own balancing obstacle course with milk crates and wooden planks.
- Staff are kind, gentle and thoughtful. They are very positive role models and children learn to behave well and consider the needs of others.
- Relationships with parents are extremely good. Parents welcome the regular detailed information they receive about their children's progress and daily experiences. They comment on the very friendly staff and the warm ethos they create.
- Systems to strengthen staff's performance are not sharply focused on all aspects of teaching, such as planning procedures, to raise the quality even further.
- The management is not drawing fully on the views of parents to evaluate and develop the provision.

## What the setting needs to do to improve further

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

- focus procedures for staff's performance management on raising the quality of teaching, including procedures for planning, to even higher levels
- extend strategies for gathering parents' views and engaging them further in the development of the provision.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.

#### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

There are robust procedures overall to evaluate and improve the setting and make good use of training opportunities. This has had a positive impact on, for example, developing the curriculum, particularly to extend children's independence and creative skills. Staff make good use of additional funding children receive to enrich their learning and address any gaps in their development. The nursery works well with other early years settings, including the school it is based in, to support continuity in children's learning and development. The arrangements for safeguarding are effective. There are rigorous procedures to check staff are suitable to work with children. The safeguarding lead ensures staff are well trained in child protection and their knowledge is kept up to date. Staff are vigilant and carefully check that the classrooms and outdoor area are clear and safe.

### Quality of teaching, learning and assessment is good

Staff consistently promote children's listening and communication development well for all groups of learners. An example of this is sharing many different stories, songs and rhymes throughout the day and helping children to become familiar with the stories' characters and vocabulary. Staff's interactions with children are positive and supportive. They take many opportunities to develop children's early literacy by, for example, helping them identify letters and words in their learning environment. Staff support children's counting skills and awareness of capacity when they use pipettes to fill different size containers in their water play. Staff encourage children to enjoy exploring their creative skills when they dance, create a wide range of paintings and collage or make music with pots, pans and other objects.

### Personal development, behaviour and welfare are good

Children are helped to understand the importance of sharing, taking turns and listening to others. Staff make good use of praise and encouragement to help children recognise their strengths and support them to overcome difficulties, such as a lack of self-confidence. Staff help children understand the feelings and needs of others. They promote children's awareness of healthy lifestyles and good hygiene procedures. For instance, children learn to wash their hands with care and make sure they are dry before eating their lunches. Staff provide guidance and training for parents on what to include in their children's healthy lunch boxes. Staff encourage children to be active and to take sensible risks in their physical play.

### Outcomes for children are good

The manager analyses all groups of children's achievements to ensure they all make good rates of progress. Staff support new children to feel confident in their surroundings and to begin to explore the world around them. They help them acquire the skills they need for the next stage in their learning, including starting school. Children are inquisitive and eager to learn. For example, they love studying through a magnifying glass the patterns and shapes on the shells of snails they have collected on a bug hunt. They represent the patterns in their mark-making and drawing activities and some children write about them.

## Setting details

<b>Unique reference number</b>	EY544685
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10110625
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Cubs Daycare Ltd
<b>Registered person unique reference number</b>	RP544684
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01977 645693

Upton Daycare registered in 2017. The nursery employs five members of childcare staff, all of whom hold an appropriate early years qualification at level 3 or higher, including one at level 4 and one at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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