

Uttoxeter Pre-School

United Reform Church, Carter Street, UTTOXETER, Staffordshire ST14 8HB



Inspection date	11 July 2019
Previous inspection date	25 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 work closely with the local authority and have made rigorous improvements to practice. They have addressed the actions from the previous inspection, in order to achieve good standards.
- Staff provide children and their families with a warm and inviting environment. Staff work closely together to ensure they meet the individual needs of all children. This means children are happy and content to attend.
- The pre-school is well organised. The manager ensures staff implement a range of policies and procedures effectively. The environment is risk assessed indoors and outside. This helps to keep children safe.
- Children form good relationships with their key person and other staff. Staff are caring and attentive towards the children, which effectively supports children's emotional well-being.
- Staff provide children with a range of activities, and resources are very accessible. All children make good progress from their starting points.
- Staff develop strong relationships with parents. They gather useful information when children start at the pre-school and regularly inform parents about their children's development. This helps to promote continuity in children's care and learning between the pre-school and home.
- Self-evaluation is in place. However, the manager does not yet fully include staff in the process. This means staff are not entirely clear about the targets for further development to help elevate the quality to the highest level.
- The manager does not always make best use of staff's professional development. There is scope to sharpen the focus on teaching to help increase teaching practice to the highest standard.

What the setting needs to do to improve further

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

- include staff fully in the self-evaluation process so that they are clear about the targets for further development in order to elevate the quality to the highest level
- make best use of staff's professional development and sharpen the focus on teaching to help increase teaching practice to the highest standard.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact it has on children's learning.
- The inspector conducted a joint observation with the manager of the pre-school.
- The inspector spoke with staff and held a meeting with the pre-school manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of those working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector
Rachel Burt

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Robust recruitment and induction procedures mean that everyone working with children is suitable to do so. All staff keep up to date with current safeguarding practices and they know what action to take if they have a concern about a child's welfare. The pre-school is clean, safe and secure. The manager and staff ensure the premises and equipment are continually safe to use. The majority of staff are well qualified, and the manager supervises them routinely. Staff benefit from opportunities to attend training, including first aid and safeguarding. This has a positive impact on the quality of the care they provide. The manager has a sound overview of the quality of the provision. She has clear plans in place to further extend practice. This has a positive impact on the outcomes for children.

Quality of teaching, learning and assessment is good

Staff make accurate observations and assessments of children's learning. They plan activities that foster children's interests and extend their learning. Children have fun and enjoy attending. For example, they delight in pouring water down pipes and watching closely as it descends into a container. This helps extend their understanding of the world. Children explore the texture and scent of 'minty gloop'. This encourages them to use their senses to explore. Children enjoy manipulating play dough to make pretend 'worms' and skilfully use scissors to snip the dough. This helps to develop their imaginations and support their small-muscle skills. The manager tracks the progress of individual and groups of children to identify where there are gaps in learning. She then seeks the support of other professionals or obtains additional resources to ensure that any gaps rapidly close. For example, she recently identified speech and language as an area in need of improvement. She has sent key staff on speech and language training and they have introduced communication teaching strategies as a result.

Personal development, behaviour and welfare are good

Staff interact with children well and manage their behaviour in a positive way. Children show good levels of self-confidence and self-esteem. Children are very well behaved and are kind to their friends. They share toys and take turns when using the equipment. Staff support children to understand the importance of being healthy. For example, they help children follow good hygiene routines before eating and make healthy food choices at snack time. Staff talk to the children about the importance of cleanliness and eating healthily. Children enjoy regular exercise and easily access the physical equipment in the outside area. Staff provide children with opportunities to explore the local environment through visits to the park and trips to the greengrocers to buy fruit. This helps them to learn about people, places and the wider community.

Outcomes for children are good

Children are confident and motivated learners. All children, including those with special educational needs and/or disabilities, acquire the skills they need for the eventual move on to school. Children develop mathematical skills. They can identify and talk about two-dimensional shapes. Children develop early writing skills. They enjoy mark making with brushes and water on the walls outside.

Setting details

Unique reference number	218268
Local authority	Staffordshire
Inspection number	10080881
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	37
Name of registered person	Uttoxeter Pre-School Committee
Registered person unique reference number	RP520146
Date of previous inspection	25 September 2018
Telephone number	07989 314762

Uttoxeter Pre-School registered in 1968. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is open from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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