

# Uplyme Pre-school CIO

Uplyme Village Hall, Lyme Road, Uplyme, Lyme Regis DT7 3UY



<b>Inspection date</b>	10 October 2018
Previous inspection date	12 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### The provision is good

- Self-evaluation is effective and well targeted to ensure positive change and good-quality outcomes for children. For example, managers have introduced welcome packs for parents to provide information about the setting and help them feel more involved in their children's learning. Staff have introduced a self-service style snack time, which has increased children's independence skills successfully.
- Staff support children very well to develop good confidence and high self-esteem. Children have a strong sense of right and wrong. Older children use language well to communicate, negotiate and problem solve. Their behaviour is very good.
- Staff's interactions and questioning are very effective, especially for the older children. Staff ask children 'what', 'how' and 'why' questions, which helps them to develop good thinking skills.

### It is not yet outstanding because:

- Staff do not consistently use the information from their observations of the youngest children effectively, to plan even more precisely to meet children's next steps in learning.
- Training opportunities do not focus sharply enough on developing staff's skills to support the youngest children further.

## What the setting needs to do to improve further

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

- develop the planning to focus more sharply on the younger children's individual needs and next steps in learning
- focus training more accurately to address gaps in staff's knowledge and skills in meeting the younger children's needs.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including policies and children's records.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector spoke to parents and took their views into account.

#### Inspector

Michelle Heimsoth

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff have a good understanding of child protection issues and know what to do if they have a concern about a child's welfare. Supervision meetings help to ensure the ongoing suitability of staff, and management makes the best use of staff meetings to test staff's safeguarding knowledge through quizzes. This helps them keep their child protection knowledge current and up to date. Staff use knowledge gained through training opportunities well to extend children's learning. For example, they have developed outdoor activities further, introducing more natural resources to extend children's sensory experiences successfully. Partnerships with parents, external agencies and other early years settings are good. Staff share information with them to ensure consistency in children's care and learning.

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

Children have many opportunities to develop their mathematical knowledge. For example, staff help children count toy vehicles and match them to the correct written numeral. They talk to children about what number comes next and look at numbers on a chart, helping them to make good links to counting, numerals, sequence and quantity. Staff support children's communication and language skills effectively and introduce new words, such as 'slimy' and 'wet', to increase their vocabulary. Staff monitor individual children's progress effectively. Younger children enthusiastically investigate how things work. They explore many toys with buttons, magnetic parts, and different pieces that operate and move, which ignites their curiosity effectively and helps them to develop a good understanding about the world.

### Personal development, behaviour and welfare are good

Children benefit from the nurturing environment and enjoy the company of the caring staff. They love being active indoors and outside, developing strong physical skills and vivid imaginations. For example, they use a wide range of resources, including hoses and brushes, and pretend to be firefighters and chimney sweeps. Staff are quick to recognise when children need reassurance, giving them much praise and encouragement, to boost their self-esteem successfully.

### Outcomes for children are good

Children develop a wide range of skills that helps to prepare them well for their next stage in learning and school. They develop good independence skills. For example, they cut and peel fruit or pour drinks of water and milk at snack time. They use language well and resources, such as a sand timer, to help them negotiate with one another to share toys, and they show good care and concern for each other. Children confidently count, recognise numerals and make predictions.

## Setting details

<b>Unique reference number</b>	EY478678
<b>Local authority</b>	Devon
<b>Inspection number</b>	10076074
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Uplyme Pre-School CIO
<b>Registered person unique reference number</b>	RP907755
<b>Date of previous inspection</b>	12 July 2016
<b>Telephone number</b>	01297 24318

Uplyme Pre-School registered in 1997 and re-registered in 2014. It operates from the village hall situated in Uplyme, near to the seaside town of Lyme Regis, in Dorset. The pre-school is open from 9am to 3.30pm on Monday, from 9am to 1.30pm on Tuesday and Friday, and from 9am to 1pm on Wednesday, term time only. The pre-school receives funding for the provision of free early education to children aged two years old. One of the managers holds a level 6 qualification and all other staff hold a childcare qualification at level 3. The pre-school also employs a manager, who ensures continuity between the staff and committee and is responsible for the administration at the pre-school.

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