

# Uplyme Pre-school CIO

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



<b>Inspection date</b>	12 July 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the 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

- Children are happy and settled at the pre-school. They develop warm relationships with the staff and their key person. This helps children to feel safe and supports their emotional development successfully.
- Children are active learners, who love to explore and investigate. They take part in a wide range of stimulating and interesting activities, which they enjoy. They make good progress from their starting points.
- Management and staff evaluate the quality of the provision effectively. They have a good awareness of their strengths and accurately identify areas to improve to support positive outcomes for children. For example, they have introduced an undercover area to enable outside play to take place in all weathers, which has a positive impact on children's learning.
- Staff build positive partnerships with parents, external agencies, other early years providers and schools. This provides continuity in children's care and learning. Parents are kept well informed about children's learning and how to continue this at home.

### It is not yet outstanding because:

- Staff do not make the most of opportunities in routines and activities to encourage children to count and use numbers.
- Staff do not always organise large group activities effectively to encourage children to listen and concentrate.

## What the setting needs to do to improve further

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

- make the most of opportunities in activities and routines for children to count and use numbers
- review the organisation of large group activities so that children are encouraged to listen and able to concentrate fully.

### 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 the pre-school's self-evaluation and children's learning records.
- The inspector conducted a joint observation with the play leader.
- The inspector spoke to staff and children at appropriate times and held meetings with the manager and play leader.
- The inspector took into account the views of parents, spoken to on the day of the inspection.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have attended child protection training and are clear on their role and responsibility to keep children safe. They have a good understanding of the signs that may indicate a child is at risk of harm. They know what to do if they have any concerns, including good knowledge of the whistleblowing procedures. The manager supports staff effectively through regular meetings and discussions. This helps to identify staff training needs to improve teaching and develop practice. For example, following training, staff use their skills in sign language to support children's communication skills. This has a positive impact on children's learning.

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

Staff use their regular observations of children's progress and their accurate assessments of their learning to plan for individual next steps. They quickly identify any gaps and plan focused activities to ensure that those children who are falling behind catch up with their friends. Staff are good at engaging, questioning and communicating with children. For example, children take it in turns to handle the visiting corn snake. Children use words such as 'slither' to describe how the snake moves and 'bumpy' and 'smooth' as they anticipate what the snake will feel like. Staff extend children's learning effectively as they use books to look at pictures of snakes and find out additional facts. This enhances children's early literacy skills and extends their vocabulary. Children enjoy exploring textures and developing their physical skills. For example, they play in the sand, cut skilfully with scissors, and organise a game of football outside.

### Personal development, behaviour and welfare are good

Children benefit from a welcoming and warm environment. Staff encourage a healthy lifestyle well. Children follow good hygiene routines, enjoy healthy snacks and plant vegetables in the school garden. Staff praise children for their achievements, and they are kind and gentle in their approach. This encourages children's good behaviour, self-esteem and confidence. Children are eager and motivated to learn. They are able to make choices and develop their independence skills effectively. For example, they serve themselves at snack time and wash their plates afterwards.

### Outcomes for children are good

Children are well prepared for the next stage in their learning and school. They develop good social skills and work well as a team. For example, they tidy away the toys or help one another to move large wooden coils from one end of the garden to the other. Children match sounds to letters and recognise letters and numerals. They write their name as they label their pictures and are beginning to understand fractions as they fold paper into halves and quarters.

## Setting details

<b>Unique reference number</b>	EY478678
<b>Local authority</b>	Devon
<b>Inspection number</b>	988272
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Uplyme Pre-School CIO
<b>Registered person unique reference number</b>	RP907755
<b>Date of previous inspection</b>	Not applicable
<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 midday on Monday, Tuesday, Wednesday and Friday, term time only, with extended sessions to 1.30pm on Tuesday and Friday and to 3pm on Monday. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school employs play leaders as well as a team of five staff. All 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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