

Inspection of Uplands Pre-School

Uplands Community Centre, Ashburnham Way, Lowestoft, Suffolk NR33 8LJ

Inspection date:

10 July 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this pre-school. Staff provide outstanding, high-quality learning experiences for all children that are expertly planned and driven by staff's skilful, reflective approach. They adapt the environment to ensure that all children benefit from the best possible learning opportunities. Teaching is expertly tailored to individual needs, enabling all children, including those with special educational needs and/or disabilities (SEND), to make exceptional progress. Staff show strong commitment to supporting children's individual learning through responding to their interests and ongoing evaluation of practice.

Staff have a clear vision for excellence and a commitment to the holistic development of all children. They have extremely high expectations for children's social skills, independence and creativity and encourage children to be 'their own pilots' in their learning. The curriculum is clearly focused and extremely well structured. Staff provide a wealth of opportunities for children to explore their own learning through carefully planned resources. Staff share a vision for children's learning and development, resulting in a stimulating, exemplary environment, where all children are highly engaged and motivated to achieve their very best, both indoors and outdoors. As a result, children receive a consistently high standard of teaching from the moment they begin their day.

What does the early years setting do well and what does it need to do better?

- Routines are well embedded. Staff skilfully use music and clear visual cues to support children to seamlessly navigate daily routines, which are firmly established and consistently followed. Children demonstrate remarkable awareness of what is expected of them. They line up calmly to transition outdoors and confidently anticipate the next steps during snack and lunchtime. For example, as children finish their snack, they independently self-select books while waiting for their peers to be ready to go outside. This means that children benefit from a well-structured day, which supports their understanding of staff's high expectations and ensures that children are always learning.
- Children's behaviour is exceptional. They show patience and empathy towards their friends. They share, take turns and confidently resolve minor conflicts independently. For example, during their role play as they negotiate who will drive to the zoo, they remind each other of the importance of sharing as they work together to find a solution that ensures everyone feels included and valued. This reflects the highly positive culture within the pre-school, where children flourish in an environment of mutual respect and cooperation.
- Through their 'Little explorers educational circle time', staff skilfully research, create and embed learning for children. For example, staff provide detailed teaching to children on a vast array of topics that include shapes, space and

knowledge of hedgehogs. Children link their learning to their everyday experiences as they ask, 'Are we hibernating?' and enthusiastically share knowledge, such as 'Do you know Mercury has no moons?' As a result, through this highly effective area of the rich curriculum, staff extend children's knowledge, develop and expand their vocabulary and strengthen their mathematical understanding.

- Outdoor learning is exemplary. The exceptionally well-designed woodland environment enables children to engage in meaningful exploration and discovery. Children investigate wildlife, such as spiders and snails, and are keen to tell how birds lay eggs. They make ice cream in the 'pallet fort,' paint on easels and dig and fill wheelbarrows in collaborative play. They share books to embed their knowledge of the natural world. Children make potions with herbs that they have grown in the pre-school garden in the mud kitchen and learn about the history of caravans and role play within their own caravan. As a result, children's physical development, literacy and mathematical skills are strongly promoted as adventure, nature, play and learning are seamlessly interwoven.
- Parents are keen to express that staff 'do an outstanding job', the facilities are fantastic and that staff are so accommodating. They comment that their children benefit from a wide range of enriching experiences with visits from fire engines and paramedics. Parents feel thoroughly supported and informed about what their children are learning and the progress they are making towards their next steps. They comment how lovely it is that all the children play well together.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	251701
Local authority	Suffolk
Inspection number	10398764
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	46
Name of registered person	Uplands Pre-School Committee
Registered person unique reference number	RP523443
Telephone number	01502 513329
Date of previous inspection	7 November 2019

Information about this early years setting

Uplands Pre-School registered in 1993. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.15am until 3.45pm. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector

Vanessa Hancock-Sharman

Inspection activities

- The manager and inspector completed a learning walk together and talked to the inspector about what they wanted children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, and assessed the impact it was having on the children's learning.
- The manager and the inspector carried out a joint observation and held a discussion.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the pre-school.
- Children spoke to/communicated with the inspector during the inspection.
- Parents and grandparents shared their views of the pre-school and the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025