

# First Step Pre School Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY344359
<b>Inspection date</b>	10/06/2009
<b>Inspector</b>	Paul Mattausch Burrows
<b>Setting address</b>	Christ The King School, Easton Hill Road, Thornbury, South Glos, BS35 1AX
<b>Telephone number</b>	01454 858580
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

First Step Pre-School Ltd opened in 1970 and in 2007 re-registered as a limited company. It operates from a self-contained prefabricated building with an enclosed outside play area in the grounds of Christ the King School in Thornbury, and has use of the school hall for physical activities. The pre-school serves the local area. The pre-school opens for five days a week during school term time. Sessions are from 09:00 to 11:30 from Monday to Friday. Afternoon sessions are from 12:30 to 15:00 on a Tuesday and Thursday, and from 13:00 to 15:00 hours on a Monday and Wednesday. On a Friday there is a lunch club which operates from the end of the session until 12:45. Registration is for a maximum of 22 children between the age of two and five years. There are currently 49 children on roll and of these there are 23 funded three and four year olds. The pre-school caters for children with learning difficulties. There are six members of staff, five of whom work directly with children and all hold a relevant child care qualification. The setting receives support on the education programme from a teacher advisor from South Gloucestershire Council. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. Children thrive academically and socially due to the excellent support provided by the well trained staff. The needs of all children are met through the inclusive nature of all that the pre-school provides and their safety is assured. Due to the attention which staff give to evaluating their provision the capacity for further improvement is outstanding.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- develop further the outside area to increase its use in all weathers

## **The leadership and management of the early years provision**

All staff contribute very effectively to ensuring that the needs of all children are fully met, including those with individual medical and dietary requirements. All policies regarding the safety and well-being of the children are very well maintained and implemented. Staff are effectively deployed so that they spend the maximum amount of time providing children with the attention they require. Careful planning enables other areas and resources within the school to be used to provide additional exciting experiences for the children. Relationships with parents are very good and many opportunities are created for the pre-school and the parents to share children's interests and enthusiasms. Other additional professionals, such as speech therapists contribute well to

children's development. Very thorough assessments of children's development are compiled and shared with the child's next class or school to enable a smooth transition to be made. Staff constantly review the effectiveness of the provision and they have accurately identified the outside area as a focus for further improvement.

## **The quality and standards of the early years provision**

Relationships between staff and children are warm and supportive and this is one of the many reasons that the pre-school is so effective. The planning of activities is excellent and it allows staff the time to interact extremely well with children, providing opportunities for extended conversations as they work and play. The staff are very sensitive to children's learning needs and they extend children's learning skilfully, without over directing their investigations and explorations. As a result, children's language skills are outstanding and they talk confidently about their activities. For example, one child happily discussed with her friend the way she was exploring the use of watercolour paint. The children's interests influence the wide range of activities, which allow for all areas of learning and development to be fully experienced. The children engage with their learning as happy, excited investigators and can concentrate on activities for a considerable time. Their behaviour is excellent and they work cooperatively with each other and support each other's learning. There is a very effective emphasis on children learning through first hand experiences. Therefore, a child who observed the life cycle of the butterfly over previous days was able to describe the process using correct technical language.

The staff have a very good knowledge of children's needs and they work closely with parents to ensure that all children succeed. There is a good flow of information between home and school via a child's personalised carrier bag, which is large enough for even small models to be shared between home and school. The resources in the classroom and outside area are very good and reflect the multi-cultural nature of our society. The high quality of these resources contribute very well to the outstanding progress that children make in the development of their social skills, creative development and knowledge and understanding of the environment. Other areas of learning such as the sounds that letters make and mathematical skills are skilfully threaded into the occasions when children are all gathered together to ensure that all children make good progress in these areas also.

The well-being of the children is ensured through very effective policies and processes which are thoroughly understood by all staff and carried out consistently. Healthy snacks and drinks are prepared hygienically by staff and children, who can use tools such as knives safely.

All children are very well prepared as successful inquisitive learners to continue to develop through further schooling and beyond.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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