

# First Steps Pre-School

Inspection report for early years provision

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314628

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08/02/2010

**Inspector**

Carol-Anne Shaw

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

First Steps Pre-School has been registered since 1999. It operates from two rooms in a single storey building in Driffeld town centre. It is a registered charity, managed by a voluntary committee and is a member of the Pre-School Learning Alliance. There is an enclosed outside play area.

The group is registered on the Early Years Register for a maximum of 26 children under five years at any one time. There are currently 93 children on roll aged between two years six months and four years. The opening times are Monday to Friday, from 9am to 12pm and 12.30pm to 3.30pm term time only. A lunch club is provided for the children attending on Monday, Wednesday and Friday. The group serves the local community and surrounding areas. The group support children who have learning difficulties and/or learning disabilities and welcomes children who have English as an additional language.

There are eight members of staff employed to work with the children, four have a level 3 qualification and two have level 2 qualifications. The playgroup is a member of the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff work effectively with parents and others to ensure that they have a detailed knowledge of each child's individual needs. This ensures that all children have their care and learning needs promoted. Children become confident independent learners and they make good progress in relation to their starting points. The staff team and management committee are highly motivated in their endeavours to make continuous improvements in the facilities and outcomes for children. They work particularly hard to continually evaluate and develop the facilities to make sure that the enabling environment is effectively organised, offering an exciting range of inclusive learning opportunities to all children.

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

To further improve the early years provision the registered person should:

- continue to develop the assessment and monitoring systems to inform planning for the under three-year-olds.

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

Children are effectively safeguarded due to the clearly defined procedures as well as effective recruitment and training programmes for staff. All the documentation necessary for the safe management of the provision is well organised,

professionally maintained and kept up-to-date. For example, records of children's details are confidentially filed, and staff are vigilant in keeping risk assessment and medication records up-to-date. Staff and committee clearances are available for inspection.

Staff and committee are aligned in their motivated approach to doing their very best for the children's care and learning, and continually making relevant improvements. The staff team are very motivated in their own professional development and are effectively supported by the management committee. Positive consultation with the landlord, support from the local authority and suggestions from parents enable them to make the best use of the building. For example, the development of the outdoor learning environment is having a very positive impact on children's learning and development.

The excellent staffing arrangements and close, supportive liaison with parents and a knowledgeable staff team with a broad range of experience, means that children's individual needs are efficiently supported. A successful key person system, effective team work and good staffing levels ensure a high level of support for all children. The fully enabling environment both indoor and outdoor is very effective in supporting children's independence, and all learning areas are organised so children can freely access a wide range of excellent resources to support their play. The environment is light, bright and very welcoming, and lots of children's work is displayed and valued, the outside fully supports all areas of learning very effectively. Children's individual interests are included and posters to support children's understanding of other cultures are displayed.

There is excellent information for parents in the form of policies, procedures, notices and newsletters. The provision effectively supports parents with a range of books and resources on different parenting issues, all easily accessible to parents in the entrance. There is a daily two-way flow of information about individual children and their continually changing needs. Parents are full of praise for the pre-school and say how well their children develop in their independence and how they love to come to the group. The group have extended their hours to allow parents to collect their older children from primary school, then come to the pre-school group for the younger children. The children have great delight showing their older siblings what they have been doing at pre-school, giving parents time to talk with the staff.

## **The quality and standards of the early years provision and outcomes for children**

The staff team work hard each day to create an effective learning environment where children are confident and motivated. The trusting three-way relationships that children have with the staff and their parents together, further promotes the happy settled atmosphere; children part easily from their parents and wave happily to them as they leave the building. The well organised, relaxed environment is a key factor in the success of the setting and in children's learning and development.

Children are proud of the warm praise and encouragement they receive for their

efforts and behaviour; they are confident and behave very well. They play cooperatively and take turns with the minimum of adult support and show a great deal of consideration towards their friends and younger children. The daily group discussions, further encourages their appreciation of their friendships. Children become confident in the well rehearsed routines that promote very high levels of independence in relation to their welfare and their learning. For example, they confidently select their own snacks, ensuring their name is ticked; they easily find their favourite number game on the low-level shelves and older children put their names on artwork. The younger children confidently ask the adults for support when required to use the toilet, older children freely access and inform staff they have washed their hands.

Due to the inviting and accessible presentation of the broad range of resources, children make some excellent choices in their play and learning. For example, while playing in the sand children will spontaneously reach for other resources to support their play, outside a magnifying glass is used to observe a spider found in the shed. The home corner is used throughout the sessions to prepare food, feed the dolls and have a birthday party. Staff are skilled in supporting children's learning and development wherever they choose to play and extend their learning. For example, they skilfully use conversational questioning to help children to think about the shapes they are making with the modelling dough or think about the different types of communication they could use to issue a party invitation. Children are often very creative, they concentrate for prolonged periods as they use the glue or sticky tape dispenser for their creative work, they engage very confidently in role play and join in enthusiastically with the music and movement activity in the small room. Staff work very closely with parents, and make astute observations of children at play to establish their level of development. On the whole, they use this with great success to plan for children's continued learning and development across all areas of learning and to keep parents fully advised. The current developmental summary, reviewed each term, provides a perfect opportunity to share children's individual learning plans with parents and other relevant parties. However, as identified by the staff themselves, the ongoing development recording for the under three-year-olds are not as effective.

Children develop a clear understanding of how to keep themselves safe while on the premises. The children are very confident in daily routines, they know how to arrange themselves ready for group time, and put on their coats and boots to play outside. They also learn the climbing and balancing skills which are necessary for keeping themselves safe as they become more mobile and adventurous in their play. Children confidently discuss their health and hygiene needs with staff which helps them to become very aware and capable in managing their own needs. Children enjoy the healthy fruit snacks and they develop an excellent level of understanding of healthy lifestyles, discussing that the birthday cake was a special treat. They know water and milk are good for your health and that it is important to brush teeth to keep them clean. They are very aware of why they wash their hands and how they can prevent the spread of germs to keep themselves safe. The staff are very proactive in making sure that children have plenty to drink and that parents understand the importance of providing healthy foods in lunch boxes. Well nourished and effectively hydrated, children concentrate at their play and enjoy being active in the fresh air.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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