



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 108454

INSPECTION DETAILS

Inspection Date 23/09/2003
Inspector Name Elizabeth Juon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name First Steps Pre-school
Setting Address The Methodist Church
Woodlands Park Road
Maidenhead
Berkshire
SL6 3NW

REGISTERED PROVIDER DETAILS

Name The Committee of First Steps Pre-school

ORGANISATION DETAILS

Name First Steps Pre-school
Address The Methodist Church
Woodlands Park Road
Maidenhead
Berkshire
SL6 3NW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

First Steps Pre-School is a committee run group which was established in 1988

The pre-school is located in the Woodlands park area of Maidenhead.

The accommodation consists of two rooms where the children's activities take place, an entrance hall with cloakroom facilities, a small kitchen and a fully enclosed outdoor area to the front of the building.

The pre-school provides a service to the local children and those from surrounding areas. Children from a variety of backgrounds attend the pre-school.

The group operates a waiting list for admissions.

The facility is registered to accept up to 24 children between the ages of 2 and 5. The group accepts children in the term before their 3rd. birthday.

Sessions are from 9:30 - 12:30 daily, during term time only.

There are currently 29 children on roll, 6 of whom are funded 4 year olds and 3 of whom are funded 3 year olds.

The setting has 7 members of staff who work directly with the children. There are always 5 staff on duty.

The group has received an Accreditation Award from the Pre-school Learning Alliance, of which they are members.

The pre-school supervisor and three members of staff hold the Diploma in Pre-school Practice(DPP) and two others are beginning to study the Introduction to Pre-school Practice(IPP)

All members of staff hold relevant first aid certificates.

The pre-school is able to support children with special needs and children for whom English is a second language.

Students from local senior schools and colleges use the setting occasionally for work experience.

How good is the Day Care?

First Steps pre-school provides good quality care to the children. The staff offer a welcoming environment to the children and their parents. The staff interact well with the children and good relationships are evident. The majority of the staff team have a relevant childcare qualification and all staff are committed to further training for their personal development and to benefit the children. All staff have a valid first aid certificate.

Safety inside and outside is satisfactory and the staff provide appropriate supervision of the children at all times. Good health and hygiene is promoted through discussion and established routines with the children. Drinking water is available at all times and the pre-school provides a healthy snack of fruit. The staff have a good understanding of the individual needs of all the children. There are consistent and positive strategies for managing children's behaviour. Praise and encouragement are used effectively to encourage independence and promote good behaviour. The children are well behaved and the staff act as good role models.

The pre-school staff plan the daily activities well. They ensure that children have access to a range of stimulating and interesting activities to encourage development in all areas. To maintain children's interest and promote different areas of learning, resources are rotated. Children have equal access to all activities and are encouraged to take part.

The partnership with parents is effective. There are good relationships between the staff team and parents. Information is provided to parents on a regular basis, verbally or in writing on the notice board and newsletter. All the necessary documentation is in place and the policies and procedures are available to the parents.

What has improved since the last inspection?

At the last transitional inspections no actions were raised.

Recommendations were raised to keep a fire log and a record of late/early arrivals & departures of chn. - These are done.

To devise a self declaration form to verify fitness - still to be devised, in hand with committee.

What is being done well?

- The children are confident, interested and able to work independently. The children are well behaved, sensitive to others, share toys and take turns. The relationship between adults and children is good.
- The staff team work well together to provide a caring and stimulating child orientated environment. Praise and encouragement are used effectively to raise children's self esteem and manage behaviour.

- The partnership with parents is good. Parents and staff work together to meet children's individual needs.
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What needs to be improved?

- the presentation of the book corner to be appealing to children;
- the inclusion of the lost and uncollected child procedure in the main policy document;
- the display of books and posters to reflect diversity in society and promote equality of opportunity;

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	To include the lost and uncollected child procedure to the main policy document and add contact numbers to the procedure
5	To make the book corner more appealing to children and to encourage children to take an interest in books with adult encouragement.
9	To display books and posters which reflect diversity and promote equality of opportunity
12	To add Ofsted contact details to the complaints procedure

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.