

# Footprints Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number** 405536  
**Inspection date** 15/09/2010  
**Inspector** Barbara Walters

**Setting address** The Mustard Tree, Watsons Road, Longwell Green, Bristol,  
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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*.

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.

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## **Description of the setting**

Footprints Pre-School first registered in 2001 and is situated in the Mustard Tree Community Church in Longwell Green, South Gloucestershire. The group have the use of a large hall, small room, reception room and toilets. There is a kitchen and coffee bar area which is used by adults only. Outside play takes place in a totally enclosed paved courtyard. Opening hours are Monday, Wednesday and Friday 9.15am to 1.15pm during term time. The group are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children aged between three and five years. At present there are 21 funded three- and four-year-old children on roll. The group supports children with special educational needs and/or disabilities. There are four permanent and one temporary members of staff, all of whom hold a relevant child care qualification. Support on the education programme is provided by the local authority.

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

Overall the quality of the provision is good.

Children's needs are met effectively as staff ensure they are happy, relaxed and feel safe and secure. Children's progress is good and they make significant gains in their learning and development. The group is clear about areas of their practice they would like to develop and demonstrate a commitment to continual improvement. Staff relationships with parents and carers are efficient in sharing good information and ensuring each child's needs are met.

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

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

- ensure children have meaningful opportunities to use everyday technology to support their learning.

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

A qualified staff team provide a positive atmosphere and welcoming environment for children. The group has a high commitment to ensuring that children are their first priority and their welfare is fully promoted. All staff and students have up-to-date checks and the required procedures and documentation are in place for the safe running of the setting. Staff have a good understanding of child protection issues and know how to proceed if there are concerns about a child in their care, which supports their well-being. Space is used effectively so that children can explore and move freely both inside and in the enclosed outdoor play area.

Effective risk assessments are used to review the setting on a continuous basis and identify any potential risks, which contributes well to children's continuing safety.

The group have made themselves known to the other settings who share the care of children, and support children well in their transition to primary school. The group is clearly committed to evaluating their practice and has plans to bring about further improvement to the provision. Staff and committee members have been effectively involved in self-evaluation to identify areas for improvement for the benefit of the children. Staff are successful in providing a service that is inclusive for all children. Children begin to adopt a positive attitude to people's differences through resources which promote diversity and when parents visit to the setting to share their culture. Staff use Makaton which helps all children to be included and no child feels isolated. A professional and thoughtful partnership with parents contributes significantly to children's well-being. Staff exchange information about the children's well-being. For example, a two-way white board ensures parents have up-to-date information on the setting, and parents are given a verbal overview of the activities that the children have enjoyed at the end of each session. This ensures that children experience continuity of care and promotes a good relationship with the parents.

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

Children enjoy their time in the playgroup and are motivated and keen to learn. They take part in the various activities and respond positively to the staff's encouragement and support. Staff find out about children's interests and build on this information in the planning to help children achieve. An effective system to overview the planning ensures all children are making steady progress and help staff identify any gaps in their learning. All children are eager to participate in the activities on offer that are stimulating and suitable for their stage of development. For example, children develop their imaginary play when they use the dressing up, which is attractively displayed on hangers; this allows them to self-select the clothes for themselves which further supports their growing independence.

Children use a variety of materials to help them explore texture and space. For example, they create their own structures with play dough and dried spaghetti. They consider each other well by sharing their play toys with their friends and staff offer warm praise which boosts their self-esteem and confidence. Children's numeric understanding is supported by exploring the different shapes they make in the play dough and matching numbers when they play games with their friends. Children's awareness of the local community is developed through visitors coming to the setting. They delightfully join in singing familiar songs and listen intently to stories. Children have use of a computer and their knowledge of information and communication technology is developed when they complete simple games with the aid of a mouse. However, children's use of everyday technology does not fully support their learning.

Children are developing a good understanding of making healthy choices in the

food they eat by helping to choose and prepare the fruit when they become special helper for the day. The range of snacks appeals to children and staff encourage them to try a variety of different tastes. Staff are vigilant about ensuring children's safety. Children develop a good understanding about how to keep themselves safe through discussions on how to use the climbing equipment. Caring relationships with the staff increase children's sense of trust and help them to develop a sense of security and feeling safe.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2

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

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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	2
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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## **Annex B: the Childcare Register**

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

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