

First Steps Pre-School

Inspection report for early years provision

Unique reference number EY367607
Inspection date 07/12/2011
Inspector Karen Cooper

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Type of setting Childcare - Non-Domestic

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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

First Steps Pre-School opened in 2005. It operates from two main rooms and a quiet room within Christ the King Church in the Beaumont Leys area of Leicester. The setting serves the local and surrounding areas. There is a fully enclosed outdoor area available for play.

The setting is open each weekday from 9am to 3pm all year round. A maximum of 38 children may attend the setting at any one time. Currently there are 23 children on roll, all of whom are in the early years age group. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five members of staff who work with the children, of whom four hold an appropriate early years qualification at levels two and three. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are helped to achieve and are happy and settled. They have access to a range of quality toys and resources which help them to make good progress in their learning and development. The environment is welcoming and risk assessments are generally effective. Positive relationships have been established with parents and other early years professionals to ensure children's individual needs are well met. There is a good range of written policies and procedures, which are shared with parents. Current systems for recording children's attendance and observational assessment procedures are not fully effective but staff demonstrate a strong capacity towards continuous improvement and improving outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of children looked after includes their full names. (Documentation) 21/12/2011

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

- develop further the processes for undertaking sensitive observational assessments in order to plan to meet children's individual needs and next steps

- develop further the record of the risk assessment to include each specific outing.

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of their roles and responsibilities in safeguarding the children in their care. Some staff have attended training which has been cascaded to other members of staff to ensure their knowledge is updated. Children are safeguarded by robust recruitment and vetting procedures, including effective induction procedures for new staff and students working at the setting. The staff are vigilant about all safety issues and potential risks to children are effectively identified and minimised through a combination of visual daily checks and written risk assessments. However the record of risk assessment does not include each specific outing to ensure children's safety is fully protected. Children have plenty of room to play and rest and the staff effectively utilises the space available. They have to organise the room, toys and resources on a daily basis because the premises are shared by other users. They are mindful of this arrangement and have recently started to implement an effective procedure by which children can choose from a selection of photographs of the activities and resources available to them which are stored in the cupboards. This helps ensure there is a balance of adult-led and freely and child-initiated activities. Documentation is well-organised and stored appropriately to ensure confidentiality is maintained. However, the daily attendance record does not include the children's full name to ensure their welfare is fully protected.

The staff work well as a team and are committed to raising outcomes for children. They are dedicated to improvement and professional development and regularly attend further training and workshops to update their skills and knowledge. They are able to identify the settings strengths, areas for improvement and the overall quality of the service provided. They make good use of their evaluations to develop the provision, as a consequence the recommendations from the previous inspection have been met and implemented. The effective deployment of staff ensures that children are well supervised and supported at all times.

Partnerships with parents are open, friendly and trusting. The setting obtains an accurate picture of the children from their parents during settling in time and all information is recorded to enable staff to meet their needs. Parents speak favourably of the welcoming environment and caring staff which helps them to feel confident in the care offered to their children. A full range of policies and procedures are readily available for parents and information is shared informally through ongoing dialogue, newsletters and details posted on the notice board. Planned meetings, fund raising events and party celebrations ensure parents feel included in the running of the setting. The children's individual learning journeys are used as a joint process between the setting and home to ensure that parents are fully informed of their child's progress and achievements. The staff work in close partnership with other early years professionals and have forged positive links with the local area special educational needs coordinator, speech and language therapist, local authority support staff and the local schools. This ensures

children's individual needs are well-met.

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

Children are happy and enjoy themselves and are helped to achieve. They form good relationships with their peers and good warm caring relationships between the staff and children are evident. Children are valued and the staff help them to feel good about themselves by frequently providing positive praise, support and encouragement. The staff manages children's behaviour well, so that they understand what is acceptable and how their behaviour affects others. This helps build children's self-esteem. The staff demonstrate that they know the children well, such as, their likes, dislikes and preferences. They plan a variety of stimulating activities to ensure children have fun and carry out observations, recording what they see as the children play. However, the information gained from these observations is not sufficiently used to help plan the next steps in children's developmental progress. Children's personal, social and emotional development is fostered well. Although through the self-evaluation process, the staff have identified this as an area for further improvement. Photographs and samples of children's work are well presented in individual learning journeys which are made available for parents to view.

Children enjoy being independent and taking responsibility, such as helping tidy away the toys and fetching tissues for their friends. They are relaxed and settled, this enables them to make good progress in their personal, social and emotional development. Children are keen to learn and encouraged to try out new skills. For example, they enjoy making marks in shaving foam, glitter, sand and cornflour. They enjoy listening to familiar stories and can confidently predict what is going to happen next in the story. Children's simple mathematical development is encouraged on a daily basis. They are encouraged to recognise numbers displayed around the setting and count, sort, match and compare as they use jigsaw puzzles, construction toys and join in action rhymes. Plenty of opportunities are provided for children to develop their creative skills, such as, painting, printing, collage and cooking. They enjoy making Christmas snowflakes and are becoming competent in using scissors to cut out the shapes. Children enjoy being active and have access to a good range of outdoor equipment to help develop their physical skills. They are gaining a good understanding of the world they live in through their play and have planted seeds and watched them as they grow. Children are learning to respect each other and have access to a variety of resources that promote positive images of diversity including books, dolls and role play. They also benefit from activities outside the setting. They go for walks around the local community to the shops and park and visit the farm.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. They are encouraged to follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and the staff are trained in

administering first aid. Children are actively learning about the benefits of a healthy lifestyle. Although parents provide the food for the children the staff promotes healthy eating through general play and routine discussions at meal times. Drinks are readily available and snacks include plenty of fresh fruit. The staff are fully aware of each child's individual dietary needs and ensures these are met.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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