

Fingertips Creative Arts Pre-School

Inspection report for early years provision

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Inspection date

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Inspector

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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

Fingertips Creative Arts Pre-school registered in 2011. It operates from a hall adjoined to All Saints church in Harpenden. The group has sole use of the room, during operating hours and has access to an enclosed outdoor play area. A maximum of 24 children within the early years age group may attend the setting at any one time. The setting is open on a Monday afternoon from 12.15 pm until 3pm and on a Tuesday, Wednesday and Friday morning from 9am until 12pm term time only. The setting is also registered on the compulsory part of the Childcare Register.

There are currently 28 children on roll aged from two years. Children attend a variety of sessions. The pre-school employs six staff, all of whom, including the manager, hold an early years qualification. Two members of staff are also working towards a further qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a safe and welcoming environment for children, ensuring they are all included and supported. Partnerships with parents are good and clear procedures ensure that they are kept well informed, and the children's needs are met. All of the required documentation is in place, although some lack detail and a requirement has not been met as records are not readily available on site. Children make good progress in their learning and development, although there are limited opportunities for children to select their own resources. The setting is seeking feedback from parents in order to further identify priorities for improvement and implement changes to improve the quality of the provision and the 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 records are easily accessible and available for inspection by Ofsted (Documentation).
- 06/03/2012

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

- ensure that the hours of attendance are recorded on the attendance register
- provide more opportunities for children to make choices in their learning, such as selecting their own resources.

The effectiveness of leadership and management of the early years provision

Children's welfare, care and safety is promoted well. Staff have a sound understanding of the procedure to follow, if they have a safeguarding concern. They have attended safeguarding children training and have recently updated their safeguarding policy. There are effective vetting procedures in place to ensure the suitability of staff, however a requirement has not been met as the records are not easily accessible or available for inspection by Ofsted. There are generally good security measures in place to ensure children are kept safe at all times, such as, the alarm attached to the door and staff standing by the entrance at arrival and collection times. However, accurate times of arrival and collection are not recorded on the register. Comprehensive risk assessments with timescales for actions are carried out, as well as daily safety checks to ensure all hazards are minimised.

The setting's professional and friendly approach to maintaining effective partnerships with parents ensures that children's care is consistently promoted. There are effective systems in place to share information and keep parents informed about their children's care and progress, through daily discussion, newsletters, website, consultations and sharing of children's learning journeys. Parents are able to contribute to their children's learning, for example, they are encouraged to come in and help, and complete 'magic moment' sheets to add to the learning journals. Detailed information is gathered from parents when they start and questionnaires enable parents to have input into developing the setting. The provision has close involvement with the local Children's Centre and meets regularly with other local provisions providing the Early Years Foundation Stage. Children explore different cultural backgrounds and customs, through planned activities and learn about the world, trying different foods, exploring animals from different countries. Children build on their knowledge and understanding of the world as they engage in visits from the fire service and police.

Staff have a training log and are involved in annual appraisals. There are clearly identified areas for development and action plans are in place to implement these. Parental questionnaires have been developed to obtain feedback about the setting, which shows they are committed to continuous improvement.

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

Children have access to a wide range of activities and resources, which are stimulating and interesting, although there are limited opportunities for children to select their own resources as most activities and resources are laid out beforehand. Children's self-esteem is raised as staff use positive questioning techniques and praise and children confidently engage in the activities available. This supports children in feeling valued. Children have access to a small outdoor

area, using ride on toys, skittles and the climbing frame. They also develop their physical skills as the slide and climbing through tunnels, throwing and catching balls and planting in the garden area, as well as, using musical instruments and role playing road safety with road crossings and signs. They develop physically, as they slide, climb and bounce on the soft play equipment and practise fine motor skills, using scissors safely and threading beads. Children are creative, making models, free painting and using balls to roll in paint and then onto paper. Children explore in the water tray, filling and emptying containers and using tea strainers to catch toy fish. They gain a knowledge and understanding of the world and develop numeracy and literacy skills, as they write their own shopping lists, collect their items and pay using play money and a till, packing their shopping into boxes. Children enjoy choosing their own books to look at with their peers and having staff read them a story. They learn about the diverse world around them, having visits from the fire services and police, as well as, parents coming in to talk about the different countries they originate from. For example, one Australian parent came in and children had the opportunity to play a 'didgeridoo'.

Parents complete a detailed 'all about me' form initially and together with observations whilst they are settling, this enables staff to identify children's starting points. Some activities are planned around children's interests and next steps. Detailed observations and photographic evidence are collected by all staff and included in each child's profile. Observational assessment is linked back to the Early Years Foundation Stage, clearly showing how children are progressing towards the early learning goals, and identifying any gaps in any areas of learning. Children begin to recognise their name, registering themselves with named cards. They experience mark making, using different mediums, such as, chalks on the pavement outside.

Everyday routine activities are used to develop children's numeracy, such as action rhymes and songs, recognising numbers on the floor tiles and putting them in order, as well as, rolling the large dice and counting the dots. Children recognise different shapes and were observed tessellating the triangle tiles on the floor. They are competent in using the interactive story book, pressing the buttons in response to the voice.

Children behave well and are praised frequently. They are encouraged to think about the consequences of their behaviour and staff provide positive role models. Children's understanding of healthy foods is encouraged, as they discuss what they have in their packed lunch with staff and are offered a wide selection of fruit and vegetables at rolling snack. For example, staff talked to them about dates produced in Africa and then served them up for the children to try at snack time. Children learn to keep themselves safe through careful reminders and explanations. They practise the emergency evacuation procedure and staff explain why they need to wear their slippers, so that they do not slip on the floor.

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	3
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