

# Fingerprints Pre-School

Adeyfield Free Church, Leverstock Green Road, HEMEL HEMPSTEAD, Hertfordshire, HP2 4HJ

<b>Inspection date</b>	30/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff are enthusiastic and highly motivated. They work exceptionally well together as a team, creating a stimulating, yet nurturing learning environment for children.
- Staff clearly understand how to support children's learning and development. They plan meaningful play experiences that are fun and which ignite children's interest.
- Strong partnerships with parents is a real strength of the nursery. Highly effective communication systems between staff and parents results in children who receive coordinated care and who then make good progress across all areas of learning.
- An accurate evaluation of practice takes place. This means that areas to develop further are well targeted and this ensures children's care, learning and development are promoted well.
- Staff have high expectations for children and, as a result, children are happy and enthusiastic in their play and are developing a positive attitude towards learning.

### It is not yet outstanding because

- The outdoor learning environment has not been fully developed to use the outside area to its full potential.
- Ways of working in partnership with other early years providers to support children's learning and development are not fully maximised.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector held discussions with the manager and staff.  
The inspector looked at children's assessment records, planning documentation, the self-evaluation form and a range of other documentation including a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Jane Mount

## Full Report

### Information about the setting

Fingerprints Pre-School was registered in 2012 on the Early Years Register and is one of two provisions owned by Fingerprints Education. It operates from Adeyfield Free Church in Adeyfield, Hemel Hempstead, Hertfordshire. The pre-school is accessible to all children and there is a fully enclosed outdoor play area.

There are two members of childcare staff, both of whom hold appropriate early years qualifications at level three or above. Fingerprints Pre-School opens Monday to Friday, during term times and sessions are from 8.45am to 12noon. Children from two years can

attend for a variety of sessions and there are currently 14 children, who are in the early years age group, on roll. The pre-school provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- maximise opportunities for children to play and extend their learning in the outdoor play environment
- extend opportunities for working in close partnership with other early years providers, to enhance children's learning and development, through sharing information more effectively.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a secure knowledge of how children learn through play and the quality of teaching is good. They are confident in their approach to children's learning and provide interesting and challenging experiences that meet the development needs of all children. A key person system is used and staff work well together to provide a conducive learning environment for children. Activities cover the seven areas of learning with children's progress closely monitored through effective observation and assessment systems. Each child has their own development record called a 'link book' which is unique to them as it shows their progress and achievements. Staff then use this information to plan suitably challenging and developmentally appropriate activities and play experiences. Consequently, children are making good progress towards the early learning goals. All children, including those with additional needs or English as an additional language, have their learning needs supported well.

Children's personal, social and emotional development is effectively promoted. Children receive support from caring, nurturing staff in a stimulating, learning environment. For example, snack time is used as a social time when children and staff sit together and talk about their families. They learn about other children's home cultures, such as when they have opportunities to try some traditional Indian food made by one of the children's parents. They delight in tasting the different foods and talking about the flavours. Children are becoming confident communicators and are beginning to engage well in conversations. At circle time, staff help children initiate discussions from shared

experiences and to have conversations with each other. For example, when looking at photographs of life in India as part of their 'around the world' topic children talk about how they would travel there. They discuss different means of transport and decide they would go on an aeroplane and then talk about their different flying experiences. Staff are skilled at providing activities that engage children as they are aware of children's interests and build on these. For example, following an interest shown by one of the children, woodwork has been introduced. This is a very popular activity with the children and they show deep levels of engagement and intense concentration as they explore the tools, gain confidence and share the experience of making creations in wood.

Both indoor and outdoor activities are planned to take account of children's interests and capabilities and staff are clear what children should learn from these experiences. Consequently, children have fun and enjoy their surroundings, showing a keen interest in what they do. The indoor space is planned carefully to promote children's independence skills. For example, children are encouraged to make their own decisions as they can freely access the environment and make choices in their play. They quickly develop a positive sense of themselves as they learn self-help skills, such as, putting on their wellington boots to play outside. Staff appropriately help and support children as they put on all-in-one wet weather suits. Children benefit from regular opportunities to play outside and staff are enthusiastic about the outdoors and understand the importance of outdoor learning. For example, children delight in jumping in muddy puddles and staff stimulate children's interest further and encourage their imaginations through introducing small boats to play with in the water. Children have access to a varied range of resources in the defined outdoor play area but it is under development and is not yet a place for high quality learning experiences.

A key person system is effectively used and they establish close relationships with children and their families. This creates security for children and encourages them to be confident and motivated in their play and enables them to develop good attitudes to learn effectively. Consequently, children are developing the essential skills required for the next stages of their learning. Positive and trusting relationships with parents ensure children's learning needs are met well. Parents are kept informed about their children's attainments as they receive regular information about the play experiences their children have been involved in and the achievements they have made. For example, each key person writes a termly summary of each child's progress which is shared with parents through regular meetings. Also, children's link books are sent home every two weeks which gives parents the opportunity to share their child's achievements with family and friends. Parents are also encouraged to be actively engaged in their child's learning through sharing 'wow' moments, which are observations of children's achievements at home, to fully promote children's learning.

### **The contribution of the early years provision to the well-being of children**

Children's well-being is promoted as staff are friendly and approachable. The effective key person system enables staff to work in close partnership with parents. Consequently, children develop close bonds and secure attachments as they receive continuity in their care and learning. Children are confident in their play and display a strong sense of

belonging. This is because time is taken to ensure settling-in sessions are purposeful, with information effectively exchanged between parents and each child's key person to ensure children's individual needs are met. The key person system also helps to support children and prepare them for their transitions, both within the setting and to other settings, such as nursery or school.

Positive relationships between staff, children and parents enable children to feel secure and children demonstrate a strong sense of security as they are self-assured in the setting. Children learn to keep themselves safe by using equipment in a safe and appropriate way, discussing the risks and avoiding danger. For example, when being creative and using woodwork tools and materials children are taught the skills they will need to safely and correctly use the equipment. Children's understanding of keeping safe is evident. For example, when they are looking at photographs of themselves playing in the recent snow they recall how they had to be careful in case they slipped on the ice and hurt themselves.

Children have regular opportunities to learn about how to stay healthy. For example, through discussion and the daily routine children are aware of the need to wash their hands before they eat and after visiting the toilet. Healthy eating is positively encouraged and children are provided with healthy food choices at snack time. Plenty of fresh air and exercise keep children fit and they quickly develop self-confidence in their physical skills. They keenly participate in music and movement sessions, learning that physical activity is good for them and can be fun.

Children develop a good understanding of how to behave kindly towards others because staff teach them to be thoughtful and considerate. They are learning to negotiate and cooperate and to share and take turns in their play. Staff offer children reassuring support if they hurt themselves or upset others and this helps children to feel comforted and supported. Praise and encouragement from staff ensure children develop high levels of self-esteem.

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

The leadership and management of the provision is strong and the staff team have worked hard to ensure they implement the requirements of the revised Early Years Foundation Stage well. This is the pre-school's first inspection since registering and the small staff team are fully aware of their responsibilities and work extremely well together. They are fully focused on the needs of the children. Their enthusiasm for caring for children is evident and, as a result, outcomes for children are very positive with an inclusive environment created which clearly shows that each child matters.

Children's welfare is protected because recruitment and vetting systems are robust and ensure staff are suitable and safe to work with children. Effective induction systems help to ensure they clearly understand their roles and responsibilities. Staff performance is closely monitored through appraisals and regular staff supervisions and on-going professional development is encouraged. Children are safeguarded as staff have a secure

knowledge of child protection and understand their individual responsibilities to protect children. Children's safety is given high priority with effective measures in place to keep them safe. For example, the security of the premises ensures no-one can have unsupervised access and children are closely supervised. Effective staff deployment and clear policies and procedures also contribute to the safety and welfare of the children.

The staff team are committed to the continuous evaluation and improvement of their practice. They closely monitor and assess the quality of the provision. For example, the educational programme, including planning and assessment, is regularly reviewed and evaluated to ensure children make good progress in their learning. A thorough self-evaluation process, with detailed action plans, has been introduced. This is used to systematically identify their strengths and areas to develop further. Feedback is actively sought from parents. One way this is achieved is through the use of questionnaires and the views of others, including children and early years consultants, also contribute to the evaluation process.

Staff promote effective relationships with parents. They are forthcoming in exchanging information with parents and a range of ways are used to do this. For example, informative displays and noticeboards along with regular newsletters are just some of the ways used to keep parents informed. Parents spoken to on the day of inspection say they feel involved and welcomed in the setting and are unanimous in their positive feedback about the care and education their children receive. Staff are aware of the importance of liaising with other agencies. For example, highly effective links have been established with the local children's centre. Partnerships with other providers delivering the Early Years Foundation Stage are developing although there is scope to improve links with local schools and nurseries to fully support children's transition when moving on to school.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within

	12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY448165
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	811968
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Fingerprints Education
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01923677388

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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