

Early Steps Preschool

Falcon Sports Centre, Stoke Poges Lane, Slough, Berkshire, SL1 3LW

Inspection date

Previous inspection date

09/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

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

- Teaching is good because all staff engage and motivate children's learning well with a strong emphasis on developing their language skills and links with the local community. This means that children are making good progress in their learning.
- The bright and stimulating environment is well resourced and provides plenty of opportunities for children to move and play freely as they engage in a range of interesting experiences and activities.
- Staff provide an inclusive environment where all children feel valued and develop a strong sense of self that builds confidence and helps move their learning forward.
- Children's needs are known and effectively met because there is good communication and partnership working with parents.

It is not yet outstanding because

- Staff do not fully promote children's independence by providing them with opportunities to be self-sufficient at snack time by serving themselves or pouring their own drinks.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector sampled a range of documents including children's observation, assessment and planning records, policies and procedures children's details and other relevant information.
- The inspector spoke to parents on the day to gather their views on the preschool.
- The manager and inspector observed children at play.
- The inspector held a meeting with the manager and spoke to staff and children throughout the inspection when appropriate.

Inspector

Susan May

Full report

Information about the setting

Early Steps Preschool registered in 2013. It is held in the Falcon Sports centre in Stoke Poges, Slough. The pre-school has use of a purpose built room and a large secure outdoor area. Toilet facilities are available solely for the pre-school children's use. The setting is registered on the Early Years Register. The pre-school is open during term-time on five weekday mornings from 9.00am to 12.00pm with afternoon sessions from 12.00pm to 3.00pm and operates a lunch club between 12.00pm and 1.00pm. There are currently four staff. One of the co-managers holds Early Years Professional status and the other a childcare qualification to level 3. Of the other two staff one has a relevant qualification at level 2 and one staff member is currently unqualified. The pre-school also offers student placements. There are currently 18 children on roll in the early years age range. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- promote children's independence by providing them with opportunities to be more self-sufficient at snack times.

Inspection judgements

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

Children enjoy their time in the pre-school; staff treat each child as an individual, know them well and as a result are effective in helping them make good progress in their learning. Children are happy and chatty and encouraged to think for themselves. They choose their activities and cooperate with each other working out between them what they want their game to be. For example, they decide how they want to celebrate a 'wedding' in the playhouse. This sharing of information with each other promotes listening and problem solving skills that will help prepare them for school. Staff are attentive to the needs of children for whom English is not their first language or who have additional needs. They help them begin to catch up as they work out strategies that enable them to participate fully in the pre-school day. For example, if staff do not speak the child's home language they often use signing as a means of communication. The staff have a good understanding of how children learn and use effective teaching methods. They offer a broad range of adult and children initiated activities that are matched to the individual needs and stages of development of each child. For example, children are able to sit and play quietly alone if they wish or join in with an activity as they choose. Children enjoy free flow play and have access to a broad range of activities both indoors and outside that

promote learning as staff recognise children have different learning styles.

Each child has a learning journal which includes staff observations, comments from parents, photographs and examples of children's work. These are dated and show a record of progress as children learn and develop. Staff complete a record of children's progress at age two and involve parents and others involved in the children's care as they request their input. Parents can access their child's journal at any time. There are also informative parents meetings, posters and displays about how play relates to the early learning goals.

Children find out about the natural world as they follow the life cycle of caterpillars, eagerly looking each day to see how they are developing and becoming very excited as they recognise they are entering the cocoon stage. To reinforce their understanding, children handle props of the caterpillar from egg to butterfly, make butterfly prints and hand print caterpillars and listen to stories. They discuss the seasons and weather, and have a thoroughly enjoyable session as they put on raincoats and run around in the rain. They listen to the rain on the shelter roof and talk about the large puddles that are forming. Future skills are promoted as children play with everyday technology toys such as mobile phones and cameras. Children enjoy water and sand play gaining an understanding of volume and developing increasing coordination as they carefully pour from one container to another. There are numbers and letters displayed around the pre-school and garden to help children's number recognition and most children are able to select their name on arrival. Children find out about local community as they take trips into the local area and become involved in events at the community centre. For example, they are invited to play games and have fun at a 'Senior Citizens' party held in the community building.

Children are inquisitive and eager to try the range of activities that staff provide for them on a daily basis. Staff value children's input as they ask them what activities they would like and what they have enjoyed. Staff evaluate the outcomes of activities carefully to ensure they are consistent in linking these evaluations into their planning. Following children's interests helps keep them motivated and encourages them to have a positive attitude to learning. Children gain confidence in their abilities and self-assurance to try something new. This will stand them in good stead as they move on to the next stage of learning and into school.

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

Children are comfortable and settled in the friendly and well organised pre-school. They form secure and trusting attachments with their key person who knows and meets their individual needs well. They move around confidently and demonstrate how secure they feel as they readily approach visitors to tell and show them what they are doing. Staff offer plenty of support and reassurance to the children in the caring atmosphere they promote. All children and their families are welcome, festivals and events across all cultures are celebrated. As a result, children begin learn about similarities and differences of themselves and others. The pre-school environment is a delightful place for a child to

be. All areas indoors and outside are inviting and provide visual stimulation from displays of children's work and photographs, which provide a strong sense of belonging for the children. The wide range of toys and resources are of a good standard, safe and colourful. They are all readily accessible to enable children to make independent choices and provide interesting and first-hand experiences. Staff complete a range of safety checks each day that help ensure children play and learn in a safe environment. Staff deploy themselves effectively to ensure that children are supervised in both the indoor and outdoor environments. To help children begin to understand about keeping themselves safe staff give them explanations about why they do things. For example, they explain to a child who wants to take a 'mobile' on the seesaw why it is not a good idea as both hands are needed to hold on properly.

Staff provide positive role models and set good examples for children to encourage them to be helpful, kind and polite. As a result children are well behaved, interested and motivated. Their confidence develops well as staff give regular praise and encouragement for their achievements, however small. This promotes children's willingness to participate, learn and help them develop good habits for the future. Children understand what is expected of them and are eager to please. For example, they respond well to requests from the staff as they help put toys away before story time. Children understand the need to share and take turns as they wait for the painting easel to become free. This helps children to develop an understanding of responsibility, working together and helps build self-esteem.

Children's understanding of personal hygiene and self-care is promoted. Children develop self-care skills as they wash their hands before meals and staff are generally on hand to remind them to wash hands after using the toilet. Staff offer children healthy snacks and encourage parents to provide healthy lunch boxes. This message is reinforced by the healthy eating leaflets available on the parents information table. Some planned activities provide children with opportunities to use tools as they cut up fruit. However, they do not have opportunities to develop independence through regularly helping prepare and serve their own snack or pour their own drinks. Children sit together and chat socially which provides them with a sound basis for future eating habits. Children develop a good understanding of adopting a healthy lifestyle as they have daily fresh air and exercise. For example, they access the outside environment to play and enthusiastically use a range of equipment which helps promote their physical skills and coordination.

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

Staff have a secure understanding of the learning and development and safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage. The staff team work very well together, they offer support to each other and each understands their roles and responsibilities. Thorough procedures are followed with regards to staff recruitment and vetting with all staff having full checks to confirm their suitability. The pre-school has in place procedures for staff supervision. They support individuals as well as encouraging training that would be of benefit to the pre-school. For example, an

unqualified member of staff has just started a level 2 childcare qualification. Children's ongoing safety and welfare is protected as staff are clear about the detailed safeguarding procedures in place. All children's documentation and parental consents are in place and stored confidentially.

Information is displayed in the entrance area that is detailed and informative about both the care and learning aspects of children attending. This includes the policies and procedures folder that contains complaints and safeguarding information. Secure partnerships are in place with other agencies and settings the children attend to ensure continuity of children's care and learning. The pre-school use local authority reports and comments and suggestions from staff and parents to help them reflect on and evaluate all aspects of the setting. This enables them to put in place an action plan on any areas requiring improvement. The staff work together to implement new ideas with the aim of improving the pre-school for the children attending. For example, they have just become involved in a quality assurance scheme. Good partnerships with parents are fostered. Parents make many positive statements about the pre-school. These include comments on how involved they feel in the children's care and learning, the friendly and professional staff and how happy and settled the children are in their care.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY461761
Local authority	Slough
Inspection number	933145
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	13
Number of children on roll	18
Name of provider	Early Steps Preschool Partnership
Date of previous inspection	not applicable
Telephone number	07875 215236

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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, which are usually the childminder's 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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