

# Footprints Pre-School

Newlands Cp School, Dungells Lane, YATELEY, Hampshire, GU46 6EY

<b>Inspection date</b>	14/10/2014
Previous inspection date	31/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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		1
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

- Well-trained staff make frequent observations and accurate assessments of children's learning and development. This supports the planning and delivery of good quality teaching and helps staff secure additional help when children need it.
- Staff are highly sensitive to individual children's needs and use a range of strategies to nurture, protect, and guide them. Children are confident, and flourish as they develop excellent personal, social, and emotional skills.
- Staff consistently give the highest priority to the safety of children and support their growing understanding of how to keep themselves safe and healthy.
- Partnerships with parents and carers are strong and support continuity of learning between home and the pre-school.

### It is not yet outstanding because

- Staff have little planned time to reflect on the quality and impact of their teaching individually or as a team to help them to drive further improvement in the quality of their provision for children.
- Plans for improvements in the provision for children are sometimes delayed by the need to establish continuity across the leadership team.

## 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 observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.  
The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with the leadership team and conducted a joint observation with the manager.

## Inspector

Helen Robinshaw

## Full report

### Information about the setting

Footprints Pre-School registered in 2010 and is situated in the grounds of Newlands County Primary School in Yateley, Hampshire. The pre-school includes a purpose-built, single storey, self-contained building with an enclosed garden. It is registered on the Early Years Register. The pre-school is run by a parents' committee, and serves families from the local community and surrounding areas. There are currently 39 children on roll. Staff support children with special educational needs and/or disabilities and children who are learning 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.

The pre-school opens each weekday during school term times. Children attend for a variety of sessions. Sessions are from 9am to 3.15pm.

There are five members of staff working with the children permanently and two long-term, regular bank staff. All staff hold recognised early years qualifications at level 3 and above. Both the manager and the room-manager hold degrees in Early Years Education and the manager holds Early Years Professional Status.

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

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

- Identify times when staff can reflect on the quality and impact of their teaching, so they may continue to raise children's achievements through inspirational teaching.
- Plan ways to improve continuity for children and staff when there are big changes in the parent committee.

## Inspection judgements

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

Highly qualified and experienced staff are good at meeting the needs of the range of children who attend the pre-school. Staff provide a broad range of activities and opportunities that engage children's interests, stimulate their thinking, and support their creativity. Toys and resources are stored around the areas where children are likely to use them, and within their sight and reach. This means children may easily locate, choose, and tidy away items they need for their investigations, role play, and self-expression. For lengthy periods of the day, children may choose to play indoors or outdoors. Staff equip every part of the pre-school with resources to support children's development of new skills, in every area of learning. For example, some children learn to cut, stick, design, and

construct models indoors. Other children choose to build with larger obstacles and blocks outdoors. Staff also create many small cosy spaces where children talk through their ideas, listen to stories, or play undisturbed. Staff use outdoor rooms, gazebos, and woodland areas to define outdoor places where children create imaginative games and explore the world around them. Children make good progress towards the early learning goals in every area of development because staff have a secure knowledge of what to teach and nurture and how children learn effectively.

Staff work with parents to record their children's interests and achievements from their first days at the pre-school. This knowledge underpins the delivery of good quality teaching, which builds on individual children's motivation and success. Accurate observation and assessment of children's knowledge and skills enables staff and parents to identify children's next steps in development. With these clearly established, staff plan and create activities to meet their individual learning needs.

Staff have high aspirations for children's achievements, irrespective of their starting points. For example, staff constantly fill in the gaps and model appropriate words and phrases for children who are learning English as an additional language. Termly reviews of children's progress reassure parents, and any other agency working with the family, that gaps are closing in time for school.

Staff at the pre-school are few in number, but they are highly experienced and keep their skills up to date by attending relevant training initiatives. As a result, staff are particularly effective in supporting children and families who are vulnerable or have specific individual needs. Staff quickly identify areas where children may need additional support. Their knowledge of the new code of practice for children with special educational needs and/or disabilities helps them secure appropriate and timely help to meet children's needs. Staff aim to deliver high standards of care and teaching to meet every child's needs across each area of the pre-school. They are a small team with very little time when they are not working directly with the children. This means staff do not consistently have good opportunity to reflect on and raise the quality and impact of their practice as a team.

Staff offer parents a range of opportunities to engage with, and contribute to, their children's learning and development. Relationships with families are generally very good and support children's continuity in learning between home and the pre-school. Parents repeatedly expressed their confidence in the staff and said they knew their children well. Many parents are actively supportive of pre-school initiatives through the committee and fundraising events.

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

Staff are extremely effective in helping all children feel emotionally secure. Children who are new to the pre-school settle in exceptionally quickly as staff and parents share a wealth of information to support their needs. All staff respond promptly and sensitively to different family situations and provide stability and reassurance to children at times of change. An excellent key-person system is highly effective in tailoring care to meet

children's individual needs. Staff place a high priority on children's development of personal, social, and emotional skills. For example, they quickly identify and support children who lack confidence, need additional responsibilities, or who have limited communication skills to make friends. A clear focus on these areas helps children feel secure and gain confidence to venture into new games and new relationships.

Staff are very good role models for children, teaching them to be polite and respectful of each other. Visual timetables and behaviour prompts are located throughout the pre-school. Staff use these to support children with less established communication and language. For example, attractive cards clearly illustrate how staff expect a good listener to behave. Staff use these to teach children how to be courteous by looking at the speaker, trying to keep still, and remembering what they hear. Children rise to such expectations and become more effective communicators who frequently use phrases such as 'excuse me' and 'please may I'. Children generally play with, and around, each other in a very friendly and co-operative way. Staff also plan and encourage activities where children have to learn to work together as a team. Children begin to learn to accept they have different ways of doing things. They become more effective at negotiating and communicating their ideas in order to achieve a shared goal. These are excellent skills for later life and help them enormously when they move to new schools and make new groups of friends.

Staff work closely with colleagues at other local pre-schools and primary schools. This helps them know what other teachers expect of the children and how well they settle into new challenges. Staff inspire and expect children to take increasing responsibility for managing their personal needs. They teach children how to wash their hands with soap and water thoroughly before baking or sitting down to a meal. Children learn to understand the importance of good hygiene and establish healthy practices such as wiping dirt and germs from tables before snack time. Staff ensure that all-weather clothing and wellington boots are plentiful and easily accessible. Children learn to manage different fasteners with decreasing amounts of help from staff, giving them further independence as they pursue different ideas around the pre-school. The parent management committee has worked hard in recent years to fundraise for a range of exciting outdoor resources. These provide staff with endless opportunities to nurture children's love of the outdoors and development of healthy lifestyles.

Staff teach children practices that help to keep themselves safe. For example, staff talk through keeping away from hot cookers and fires and routinely practise evacuation drills. Staff teach children road safety techniques as they use the zebra crossing outside the pre-school and go on outings. Children learn to judge and manage appropriate levels of risk as they peddle around obstacles, balance on beams, and experiment in an extensive mud kitchen. Staff, children, and parents continue to create a wonderfully inspiring and exciting series of outdoor learning environments where children's imaginations and ideas flourish.

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

The pre-school committee and management team are effective in meeting the requirements of the Early Years Foundation Stage. Staff have an excellent understanding of how to meet the safeguarding and welfare requirements. For example, all staff understand and routinely implement measures to protect and keep children safe. The manager attends regular local safeguarding updates and routinely provides support, advice, and guidance to staff, so they know how to respond to any concerns. The pre-school also has effective systems in place to implement guidance on safe recruitment and induction of staff. The manager updates staff declarations of their continuing suitability to work with children each year. Regular supervisions, appraisals, and training initiatives also help to ensure staff remain skilled to fulfil their roles. Staff ensure that committee members, visitors, or students who have not been checked by the Disclosure and Barring Service are not left unsupervised with children in the pre-school. These measures help staff and committee members to keep children's safety as the priority across all areas of the pre-school.

All staff hold current certificates in paediatric first aid and food hygiene. Regular updates of such training helps to ensure children's health needs are appropriately met and not dependent upon the knowledge of just one member of staff. First-aid kits are accessible and appropriately equipped in case of accident or injury. Staff keep and review written records of accidents, injuries, and first-aid treatment. This practice supports information sharing with parents and helps identify the need for additional risk assessments. The pre-school has and implements a suitable written policy, and procedures, for administering medicines. Staff also diligently follow procedure for responding to children who are ill, infectious, or unwell and share these with parents and carers. This helps prevent the spread of infection, as parents and staff know how to act in the best interests of the children. Staff promote physical exercise and healthy eating. They also manage children's individual dietary needs and preferences appropriately. Risk assessments across the pre-school note who conducted the assessment or daily check, the date of the review, and any action taken. Daily checks ensure that staff keep all areas of the pre-school secure, safe, and clean so children are at minimum risk of any harm throughout the day.

The pre-school manager and room manager have many years of experience in meeting the learning and development requirements of the Early Years Foundation Stage. Systems for recording, targeting, and celebrating children's achievements and progress across all areas of learning are good. The pre-school manager holds Qualified Teacher Status and her room-manager also has a degree in early years education. They understand how to motivate and teach children, accurately monitor their progress, and set high standards of education. Partnerships with parents and colleagues providing specialist services help to ensure children who need additional help receive it. The special educational needs coordinator is also very effective in working with multi-agency teams when families need help from more than one service. Children clearly enjoy learning and playing with friends while they attend the pre-school. Parents were also quick to comment that their children settled in easily and were eager to go to pre-school each day.

The manager reviews and updates systems of self-evaluation and includes the views of staff, parents', and children when planning for improvements. Previous development plans highlight the repetition that occurs as new management committees establish roles and responsibilities. Children attend the pre-school for a relatively short time and the average

time parents are on the committee reflects this. Improvements focused on raising standards of teaching to the highest levels are therefore sometimes overshadowed by uniting a new team. For example, children cannot use some of the exciting outdoor projects parents have worked so hard to develop because they need further attention or maintenance.

The manager undertakes supervisions to support, guide and coach staff effectively to promote the interests of children. Staff continue to attend training courses to extend their skills and knowledge to support individual children and specific groups of children. For example, the pre-school currently includes a large number of very active boys. This prompted staff to look for new ideas for developing their learning using the more physical activities available across the pre-school. Staff balance this with knowledge gained from other training by creating smaller spaces for more focused study and reflection. The pre-school is good at meeting the learning and care needs of the range of children who attend.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY410381
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	838604
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Footprints Pre-School Committee
<b>Date of previous inspection</b>	31/01/2011
<b>Telephone number</b>	01252890416

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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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