

First Steps Pre-School

Church of Christ the King, Beaumont Way, LEICESTER, LE4 1DS

Inspection date	09/12/2014
Previous inspection date	07/12/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- Children's personal, social and emotional development is addressed well by staff. Relationships between staff and children are good.
- Staff successfully minimise potential risks to children. They are aware of their responsibilities to protect children from abuse and neglect.
- Children's knowledge of healthy eating in order to protect their good health is addressed well by staff with good support from parents.
- Children's mathematical development is addressed well by staff in accordance with different stages of development. Children count and spontaneously name colours and shapes while they play.

It is not yet good because

- Children's learning is not promoted with maximum effect by staff. This is because teaching is inconsistent, particularly with regard to providing opportunities for children to explore and investigate, and because planning for learning does not involve all parents.
- Children's speaking skills and critical thinking are not maximised. Staff do not consistently consider using open-ended questions to encourage a considered response from children, or give children time to think about how they want to respond.
- The provider does not ensure that quality checks and monitoring of the educational programmes are robust enough to identify clear targets for further improvement.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities as children played in one of the two playrooms.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the provider, leader, staff and children at appropriate times during the inspection.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the leader.

Inspector

Jan Burnet

Full report

Information about the setting

First Steps Pre-School was registered in 2005. It is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The pre-school operates from two main rooms, and a quiet room, within Christ the King Church, in the Beaumont Leys area of Leicester. There is an enclosed area for outdoor play. Operational hours are Monday to Friday, from 9am to 3pm, all year round. There are currently 33 children on roll, all of whom are in the early years age group. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. Funded nursery education is provided for three- and four-year-old children. A team of six staff work with the children and two are qualified in early years at level 4, three at level 3 and one at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that effective teaching results in all children's involvement in activities that inspire and engage them, allowing them to explore and investigate, and find things out for themselves, so that they make best progress
- ensure that planning for learning consistently reflects observations shared by parents, as well as staff's day-to-day observations about children's progress.

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

- extend children's speaking skills and critical thinking, for example, by asking them open-ended questions and then giving them time to think about how they want to respond
- ensure that quality checks and monitoring of the educational programmes lead to clear identification of targets for further improvement and the advancement of teaching and learning.

Inspection judgements

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

Staff have a satisfactory awareness of the Early Years Foundation Stage learning and development requirements. They record observations of children's achievements, use guidance documents to assess each child's stage of development and then plan

appropriately for the next steps in children's learning. Parents are initially asked to share information on what their child already knows and can do. However, ongoing information on children's achievements, observed at home, is not then consistently shared between parents and staff to contribute to an overall assessment of what each child can do. This has an impact on the progress that some children are able to make. Staff support children appropriately so that they develop skills in readiness for nursery class and school. Children with special educational needs and/or disabilities receive support in accordance with their individual needs. Staff are aware of the requirement to provide parents with a progress check for children between the age of two and three years and they complete this where necessary.

Children are settled and happy. Their independence is promoted satisfactorily by staff because they can choose and select some toys for themselves. However, resources, such as, paint, glue, dough, sand and water are not always presented to children.. Consequently, children's sensory experiences are limited because staff do not consistently provide opportunities for them to explore, investigate and have a go, in order to find things out for themselves. A focussed activity, to make Christmas calendars using glue and collage, is provided in the middle of the morning. However, this is adult directed, with a focus more on the end product of a calendar to take home rather than the emphasis being on children's play experiences. Children enjoy continual access to graphics resources. Their manipulative skills are developing well and they are learning to use scissors. Children's literacy development is promoted well by staff. They are proud to demonstrate their writing skills and knowledge of letter sounds as they write their names. Books are available in a cosy area of the playroom at all times.

Children's communication and language development is promoted generally well by staff. However, their learning is not maximised as some opportunities to promote their critical thinking are missed by staff. This is because questions asked are not consistently open-ended, and staff sometimes answer their own questions before children have time to think and respond for themselves. Children who speak English as an additional language receive satisfactory support so that they use their home language, as well as learn to speak English. Older children chat confidently to staff and to each other. Children spontaneously count and name colours and shapes while they play. Staff ensure that children at different stages of development are challenged effectively. For example, younger children practise manipulative skills and match shapes and colours when they play with shape sorters. They gain an awareness of different sizes when they play with stacking toys. Older children play games that involve naming shapes that have been cut out from card, and matching the shapes that are the same size.

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

Children play in a safe and welcoming environment. Their emotional well-being is addressed well by staff and they are supported well in the transition from home to the pre-school setting. A gradual introduction is agreed with parents, in accordance with different emotional needs. The relationship between children and staff is good and children are settled, happy and confident. Staff meet the care needs of each child in the

group and respond sensitively to them as individuals. They are good role models and the major strategy for managing children's behaviour is positive reinforcement, in order to boost self-confidence and self-esteem. Staff ensure that children are prepared for the next stage of their learning because they have developed good links with local primary schools and because children meet other adults on trips to the local library and pet shop. Children's independence is promoted appropriately because they are able to choose and select toys for themselves from low-level shelving in the playroom. They manage their own self-care needs. Food is provided by parents, and snacks and packed lunches are healthy. Staff raise children's awareness of healthy eating because they encourage children to identify and talk about healthy food options.

Children learn how to keep themselves safe. For example, they know how to walk safely and look and listen for cars when they cross car parks to visit the nearby library. Children's well-being is addressed effectively, and parents are provided with clear detail on staff practice, through the policies on safety, illness and accidents. Children's physical development is fostered effectively because they are encouraged to be physically active. The outdoor play area is used throughout the year, and large physical play equipment is challenging for children at different stages of development. One of the playrooms is also used for physical activity and space is sufficient for children to play on tricycles and practise steering and pedalling skills.

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

Staff are aware of their responsibilities with regard to supervising the children in their care and they ensure that children are never left alone with a person who has not been vetted. Security of the premises is addressed well and potential risks are minimised successfully. Staff are aware of their responsibilities to protect children from abuse and neglect. They have easy access to Leicester Safeguarding Children Board procedures and contact information, in order to take swift action if and when necessary. A clear safeguarding policy is provided for parents. Procedures for recruitment, selection and induction are clear and vetting procedures for staff meet requirements. Health and hygiene routines are addressed well. Required policies and procedures successfully reflect practice and are provided for parents. Required records are kept up to date.

The educational programmes are not monitored with full effect by the provider because teaching and planning for learning are not wholly consistent. Some consideration is given to reviewing and improving practice, but this is not fully effective and current strengths and priorities for improvement are not clearly identified. In discussion, the leader explains that recent improvements include a review of paperwork to encourage more parent involvement in their child's learning, and a priority for improvement is to ensure that this has an impact on practice. Half of the staff team hold a current first-aid certificate and this training is planned for other team members. An action, and the recommendations, raised at the time of the last inspection have been satisfactorily addressed. Advice from local authority representatives is welcomed. A programme of staff supervision meetings has

begun, in order to support staff in identifying their strengths and areas for development within their practice. Toys and equipment are well maintained and meet children's needs appropriately.

Parents share positive views with the inspector about the provision, with regard to communication with their child's key person. This ensures that staff and parents work appropriately together to meet children's care needs. Staff liaise with external agencies or services to ensure that children get the support they need. When the need arises, they link with other early years providers, to ensure continuity for children who attend other settings, developing consistency in their learning and development and preparing them for the eventual move to school

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY367607
Local authority	Leicester City
Inspection number	873693
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	33
Name of provider	Katherine Clare Eccles
Date of previous inspection	07/12/2011
Telephone number	07834 705 621

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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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