

First Steps Pre-school

The Methodist Church, Woodlands Park Road, Maidenhead, Berkshire, SL6 3NW

Inspection date	14/01/2015
Previous inspection date	07/10/2009

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		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 plan a range of activities in the pre-school that promote all areas of children's learning and development.
- Staff provide opportunities to promote children's confidence, independence and understanding of letters and numbers. Consequently, children are well prepared ready for school.
- Management and staff work closely with parents and other professionals when children need extra support to promote their development.
- Parents make positive comments about the pre-school management, staff and the opportunities they provide to promote children's learning.

It is not yet outstanding because

- There are times during the morning when some children are unsure of the next activity and, consequently, do not always feel secure in the pre-school.
- Children are not always able to practise their self-care skills during routine activities such as mealtimes and before they go outside to play.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff interactions throughout the morning.
- The inspector sampled the pre-school's policies and procedures and children's development records.
- The inspector met with the manager and discussed the pre-school's process of self-evaluation.
- The inspector spoke to children, parents, staff and other professionals during the morning.
- The inspector carried out a joint observation with the deputy manager of the pre-school.

Inspector

Vanessa Brown

Full report

Information about the setting

First Steps Pre-school opened in 1988 and is managed by a voluntary committee. It operates from two rooms in a Methodist church in the Woodlands Park area of Maidenhead and there is access to an outdoor play area. Children attend from the local residential area. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are currently 24 children on roll. The pre-school is open each weekday term-time only from 9.30am to 12.30pm, with an earlier start of 9.15am if requested. A lunch club operates until 1.30pm on a Wednesday and Friday. The pre-school employs seven staff, all of whom hold appropriate early years qualifications. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- further develop ways to help children understand when it is time to move on to the next activity of the morning so that they feel safe and secure
- use all opportunities to promote children's independence and self-care skills, especially at snack time and when putting on coats before going outside.

Inspection judgements

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

Children enter the pre-school and settle well as they confidently find their pegs and their names to register. This helps children to become independent and recognise their names ready for going to school. Children choose from a range of activities and resources that promote all areas of learning and development. Staff talk to parents before children start about children's individual needs and abilities. They complete a 'Parent's Story' and use this information, as well as ongoing observations, to plan activities to support children's next stage of learning. Staff complete progress checks for children when they reach the age of two. This identifies areas where children need additional support in their learning. Close partnership working with parents ensures they know what children are doing so that they can support children's learning at home. Consequently, children make good progress.

Staff promote children's development ready for school. They plan short circle times, with singing and stories, to support children's understanding of letters and sounds. This promotes children's communication, language and literacy development. Children are encouraged to learn to identify and to write the letters that make up their names and staff

support them to write their names on their work. Children make marks using paint brushes and water outdoors. Staff encourage children to use chalks to practise their letters. This promotes children's confidence as they develop their pencil control ready for school. Staff sit with children, talking to them about what they are making with play dough while children practise their manipulative skills. They count how many shapes they made and staff extend children's learning by asking simple sums. This promotes children's language, physical, emotional and mathematical development.

Staff give children lots of praise and encouragement which promotes children's confidence and self-esteem. They plan a range of adult-led and child-initiated activities and display photographs of the activities of the morning so that children learn the routines. However, there are times between activities when some children are unsure of what to do and are confused as staff do not give clear signals that it is time to move on.

Strong partnerships with parents and external agencies ensure children's individual needs are met. Close working with the local authority, health and language support services help children make good progress.

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

Children form strong emotional attachments with staff who give children lots of cuddles and attention. They develop positive relationships with children which promotes their confidence and independence. As a result, children feel safe and secure. Children interact well with children of different ages. Staff teach children to be kind to their friends and to take turns with the equipment and share. They talk to children about the consequences of their actions so that they start to develop positive ways to behave.

Staff promote healthy lifestyles. Children are encouraged to wash their hands before mealtimes and after using the toilet. Staff provide healthy snacks and children choose from different fruits at snack time. Staff support children as they learn to pour their own drinks. However, not all children are able to practise their self-care skills as some staff pour their drinks for them. This is a sociable occasion as staff sit with children and they talk about their favourite fruit and vegetables. This promotes children's communication, language and understanding of healthy foods.

Children choose to go outside to play. Most staff encourage children to become independent and to put on their own coats, although some do it for them. Staff provide free-flow access to the outdoor area so that children are encouraged to become independent learners. Children develop their hand-to-eye coordination as they roll hoops and push balls and cars along drainpipe equipment. Children run around with their friends which promotes their physical development.

Staff follow rigorous health and hygiene procedures. They complete risk assessments on all areas of the pre-school to keep children safe. Children take part in regular fire drills so that they learn how to stay safe in the event of a fire. Records are kept of children's attendance as well as in the event of an accident and for administering medication. Staff

attend first-aid training so that they know how to deal with accidents appropriately. Consequently, children's safety and well-being are promoted.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. Robust policies and procedures are in place, regularly reviewed and shared with parents. Staff attend safeguarding training. They discuss and refresh their knowledge and understanding during staff team meetings. Management and staff confidently describe the procedures they would follow if they have concerns about a child or a member of staff. Safeguarding policies follow the Local Safeguarding Children Board guidelines and include the use of mobile phones and cameras in the pre-school. As a result, staff have a good understanding of the procedures to follow to keep children safe.

Management have good procedures for recruitment, induction and appraisal of staff. They have regular staff meetings where they discuss ongoing training opportunities for their professional development. This ensures they continue to be suitable to work with children. Staff complete regular assessments of children's development which are linked to the educational programmes. Children's development records and achievements are regularly shared with parents with ideas to promote children's learning at home. As a result, children make good progress towards the early learning goals.

Management and staff review their practice regularly. They take into account the views of children, parents and other professionals who work with the pre-school. They develop plans to further enhance the opportunities for learning that are offered to children. They receive support from within the local authority and from external agencies for children who need additional support and children make good progress as a result.

The Childcare Register

The requirements for the compulsory 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	108454
Local authority	Windsor & Maidenhead
Inspection number	835812
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	24
Name of provider	First Steps Pre-school Committee
Date of previous inspection	07/10/2009
Telephone number	01628 829328

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

