

First Step Pre-School Ltd

Crossways Infants, Knapp Road, Thornbury, BRISTOL, BS35 2HQ



Inspection date

11 March 2015

Previous inspection date

1 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are highly skilled in promoting children's independent skills, which helps prepare them exceptionally well for starting school and builds their self-confidence vastly.
- Staff are good teachers who plan exciting and challenging learning activities for children. This means that all children, including those with special educational needs and/or disabilities, make good progress in all areas of learning and development from their starting points on entry.
- Staff make the most of the opportunities for learning and play outdoors, which means children are motivated to be outside in the fresh air exploring the natural world.
- Staff have excellent engagement with parents. All parents are involved in their children's learning and development. Parents give regular feedback to management, which is considered as part of ongoing evaluation processes to improve the provision.
- Leadership and management are strong at the pre-school. The leader effectively models good teaching practice to staff. She checks what staff provide for children and makes sure they use consistent assessment methods. The leader promotes the staff team's professional development. This means the quality of teaching continues to improve, raising the outcomes for all children.

It is not yet outstanding because:

- At times, staff deployment is not fully effective. Sometimes an adult is required to keep children purposefully engaged during play they choose for themselves.
- Staff miss some opportunities in play to add more challenge and extend children's mathematical learning.

What the setting needs to do to improve further

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

- improve staff deployment during times when children choose their play so children stay focused, persevere and their learning is extended by adults who make the most of instantaneous learning opportunities
- seize opportunities for children's mathematical learning in daily routines and in their play activities when these arise.

Inspection activities

- The inspector held discussions with the leader at appropriate times during the inspection.
- The inspector observed activities and staff interactions with children in the indoor classroom and the outside learning environment.
- The inspector looked at documentation, including a sample of children's records, planning and records, and checked the suitability of staff and committee members.
- The inspector took account of the views of children, staff, committee members and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the pre-school's leader.

Inspector

Dominique Bird

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of how children learn and of ways to promote their learning and development. Staff carry out ongoing observations and assessments. They use the information gained to plan interesting activities. This approach helps children move to the next stage in their development. Staff deploy themselves in different areas of the pre-school during play sessions and play alongside children; however, this does not always work successfully because children need support to extend their play ideas. Parents borrow resources including, Claude the caterpillar, which goes home with children. This experience enables parents to support their children's learning at home. Staff teach children a good range of mathematical skills in preparation for school. Staff do this in a fun way through practical activities; for example, they encourage children to count the number of model dinosaurs in the garden. However, staff miss some opportunities to extend children's mathematical skills through adding additional challenge, for instance by teaching simple subtraction through hiding a dinosaur.

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

Staff consistently reinforce their expectations for children's behaviour. They are excellent role models to children. This all helps children to behave very well, to make friends and to get on with others. Staff know the children and their families very well. Children settle extremely quickly and build excellent bonds with nurturing adults. Staff work exceptionally well with parents to find out about each child's interests and stages of development through home visits and play sessions at the pre-school prior to children starting. This approach helps familiarise children with the adults who care for them and their new environment. There are very strong links with the staff in other early years settings that children attend and local schools. The staff share abundant information with these other adults involved with the children so all take a consistent approach. This contributes to children's personal, social and emotional development because they know what adults expect of them. Staff meet children's physical care needs extremely well.

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

The experienced staff team make effective use of their qualifications to implement requirements to a high standard. This means staff maintain children's safety, promote their well-being and support them in making good progress. A comprehensive range of written policies and procedures help guide staff practice and inform parents of staff roles and responsibilities. Staff reflect on their practice to determine what needs to be improved. Management has addressed recommendations from the previous inspection. Changes implemented have led to considerable improvement in links with other early years settings, from which children benefit.

Setting details

Unique reference number	EY345348
Local authority	South Gloucestershire
Inspection number	828491
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	43
Name of provider	First Step Pre School Ltd
Date of previous inspection	1 December 2008
Telephone number	01454 867283

First Step Pre-school Ltd registered in 2001 and was re-registered as a limited company in 2006. It operates from a building in the grounds of Crossways Infants school in Thornbury. The pre-school opens on weekdays during school term times. It is open on Mondays from 9am until 12 noon and from 12.45pm until 3.15pm, and on Tuesdays, Wednesdays and Thursdays from 9am until 3.15pm. On Fridays, the pre-school is open from 9am until 12.30pm. There are six staff who work with the children. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school is funded to provide free early years education to children aged three and four years.

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