

First Steps Pre-School

Guide Headquarters, Southern Road, Thame, Oxfordshire, OX9 2ED



Inspection date

12 May 2015

Previous inspection date

8 June 2011

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		Good	2
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 support children to develop social skills. They make good friendships in the pre-school, which support them to develop confidence and have a sense of belonging.
- Staff know how to adapt activities to support each child's individual stages of development well and provide an appropriate level of challenge.
- Staff support children's language well. They use effective questioning to support developing speech and language, and introduce new vocabulary.
- Staff plan an interesting variety of activities that reflect all areas of learning. As a result, children are motivated learners who focus on activities well and remain stimulated and interested.
- Staff promote ongoing improvement through good team work, effective self-evaluation and regular training.

It is not yet outstanding because:

- As children move from one part of the day to the next, such as to carpet time or snack time, they often have to wait an extended time for adults to get organised. This does not make best use of their time, and learning and play opportunities are lost.
- There are limited resources, in some parts of the pre-school, to encourage children to explore early reading and writing in their freely chosen play.

What the setting needs to do to improve further

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

- improve the organisation of some parts of the daily routine to reduce the time that children have to wait without being occupied
- make better use of available resources to encourage children's interest in reading and writing.

Inspection activities

- The inspector observed children at free play and in group times, and staff interactions with them.
- The inspector sampled documents including policies, attendance records, risk assessments and safeguarding documentation.
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation.

Inspector

Natasha Crellin

Inspection findings

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

Children make progress in their learning and development because the quality of teaching is good. Staff plan to meet children's learning needs and know the children well. They provide activities that children enjoy, which offer a good level of challenge. For example, children dress up as astronauts and play with space related toys as they imagine exploring planets. Children develop their physical skills as they play active games together, such as parachute games. This helps them to develop a healthy lifestyle. Children benefit from many opportunities to make choices as they experience a good mix of free play and more structured activities. This helps them to learn through exploration and to become independent learners. However, the movement from one activity to another lacks pace, and children often wait, unoccupied. This impacts on the time they have to play and learn.

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

This is a friendly and welcoming pre-school, and children receive good care from kind and dedicated staff. There is a wide range of toys and resources and, in the main, these are used effectively to promote children's learning. Children's self-esteem is enhanced as staff praise them for good manners and behaviour. Children learn about healthy eating as they eat nutritious snacks provided by the pre-school. Effective key person arrangements and accurate assessments mean that those responsible for setting learning goals, do this well. Staff share information with parents, which supports them to enhance their children's learning at home. Staff have formed strong relationships with other professionals, who support them to meet children's individual needs. This ensures children's needs are met and supports them to be ready to move to school.

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

Good relationships between the staff team members create an efficient, harmonious provision. All staff fully understand their responsibility to promote children's learning and development. Children's progress is closely monitored and children receive special group time to support those with additional needs. All staff contribute to the self-evaluation process. They work together to identify and address areas for development. For example, staff have attended speech and language training and this has encouraged them to focus on effective questioning and supporting language. The drive to attend training and reflect on provision ensures continual improvement. There are good arrangements to promote children's safety. Staff ensure the premises are safe by using daily checks and risk assessments. All staff have attended safeguarding training and know what to do if they are concerned about the welfare of a child in their care.

Setting details

Unique reference number	134322
Local authority	Oxfordshire
Inspection number	841058
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Tracey Louise Daubney
Date of previous inspection	8 June 2011
Telephone number	01844 261335

First Steps Pre-School registered in 1997. It is located in Thame, Oxfordshire. The pre-school opens on weekdays during school term times, from 9.15am until 12.15pm Monday and Friday, and from 9.15am to 1.15pm on Tuesday, Wednesday and Thursday. The pre-school is receipt of funding for free early years education for children aged two, three and four. There are five members of staff who work with the children, four of whom hold early years qualifications at Level 3.

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