

# First Steps - Windsor

The Manor, Hanover Way, WINDSOR, Berkshire, SL4 5NW



## Inspection date

1 June 2015

## Previous inspection date

6 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Committed staff make frequent observations and thorough assessments of children's learning and development. This supports the planning and delivery of purposeful learning activities so that all children make good progress given their starting points.
- Staff know how children learn. The indoor environment includes a wide variety of resources to choose from and the quality of teaching is consistently good. As a result, children are eager and motivated to have a go at new activities and persist when they are suitably challenged.
- Children are happy and secure in this supportive and nurturing pre-school. They develop positive relationships with staff and other children, and gain increasing confidence in their own abilities.
- The manager and her deputy make themselves available to meet with parents and welcome their comments, concerns and offers of help. Recent responses to parents' suggestions include the provision of termly written updates on children's progress and an informal parent evening.
- Parents commend the staff for the quality of their communication at the end of the session as this helps them build upon their children's enthusiasm for new projects.

### It is not yet outstanding because:

- Staff do not make the best of opportunities to promote children's interest in writing and do not offer a great deal of print in the environment to inspire them.
- The outdoor environment is under development and does not currently fully support children in all areas of their learning.

## What the setting needs to do to improve further

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

- offer more opportunities and encouragement for children to practise writing
- enhance further and the outdoor environment to make it is as stimulating and exciting as the indoors, so that children can easily access all areas of learning and development each day.

## 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 and 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

## Inspection findings

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

Staff are good at meeting the learning and development requirements for children in the Early Years Foundation Stage. The manager holds a degree in early years education and uses her knowledge to ensure her team provides interesting and varied experiences that cover all areas of children's learning. Boys and girls enjoy practising scissor control, gluing, punching holes and tying fixtures as they design and make models. These skills prepare them well for school, as they are skilled in handling small tools and manage age-appropriate risks independently. Staff closely observe children's achievements and often reflect on the impact of their practice. They plan activities that engage children, capture their imaginations and fuel their desire to learn. Consequently, children are motivated to explore new resources and ideas, and make consistently good progress towards the next stage in their learning.

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

Staff provide, and continue to develop, a wide range of ways to share information with parents. They work with each family to settle children into the pre-school, provide regular updates on children's progress and help parents prepare children emotionally for school. Staff show exceptional levels of care and commitment in meeting the needs of children with special educational needs and/or disabilities and work effectively with outside agencies. Staff care deeply about the children, their safety and their welfare. Children are developing a good understanding of why it is important to have a healthy diet. They demonstrate delightful social skills and manners as they chat with adults and other children around small tables at mealtimes. Staff are wonderful role models who value children's comments and help them learn to negotiate difficulties. Children become increasingly self-confident, show kindness to each other and play cooperatively together.

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

The manager demonstrates a secure understanding of the safeguarding and welfare requirements and her responsibilities to keep children safe. All staff understand the procedures to follow if they become concerned about the welfare of any child. The manager is highly organised as she monitors daily practices across the pre-school and manages her team. Annual appraisals, followed by regular supervisions and good quality training, help her to ensure that staff know and implement procedures to protect and teach children. The experienced team continue to evaluate and improve their new building and how they use it to challenge children's learning and development. The outdoor environment is not as highly stimulating, rich or varied for children as the indoor environment. This means children do not always have the opportunity to explore all areas of learning outdoors.

## Setting details

<b>Unique reference number</b>	108441
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	839544
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	41
<b>Name of provider</b>	First Steps Windsor Committee
<b>Date of previous inspection</b>	6 September 2011
<b>Telephone number</b>	01753 852623

First Steps registered in 1999. It operates from the Community Centre in Dedworth, Windsor. The pre-school is open from 9am until 12 noon each weekday during school term time. Staff also offer a lunch club and open until 3.30pm on Tuesdays and Thursdays. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years old. The manager holds a degree in Early Years. Of the remaining eight staff, five hold relevant qualifications from Level 2 to Level 5.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

