

Footsteps Pre-School

Great Dell Scout Hut, Great Dell, Welwyn Garden City, Hertfordshire, AL8 7HX



Inspection date

19 January 2016

Previous inspection date

16 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Opportunities for children to develop their physical skills are very good. Staff make full use of the setting's woodland environment. For example, children explore the outside area and take part in adventure walks through the woods on a daily basis.
- Staff plan effectively to ensure that all children, including those who speak English as an additional language, enjoy a range of interesting and enjoyable activities. Staff incorporate children's interests and next steps in learning into daily experiences.
- The pre-school manager and committee are effective in promoting opportunities for staff to continually extend their professional development. Regular supervision and appraisal meetings enable staff to identify their own strengths and areas for improvement.
- Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They implement the requirements effectively and reflect on their practice, requesting feedback from parents and children on a regular basis.
- Children learn about appropriate ways in which to behave. Staff promote consistent boundaries and regularly praise children for their achievements. Children are settled. They build strong bonds and attachments with staff and form close bonds with other children.

It is not yet outstanding because:

- On occasions, staff do not recognise that a planned activity can be adjusted further to present even more challenge for older or more-able children.
- Sometimes, young children do not have enough time to think about how to respond to questions and comments from the staff.

What the setting needs to do to improve further

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

- adjust the levels of challenge presented by planned activities to consistently meet the needs of older and more-able children
- provide children with sufficient time to respond to staff questions and comments during play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of the committee and staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also viewed a range of parent questionnaires and took account of the feedback provided.
- The inspector spoke with staff and children at appropriate times throughout the inspection.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The staff and committee have strong relationships with parents. Information is effectively shared to ensure that parents are informed and updated about what their children are taking part in at pre-school. Communication is promoted between parents and staff to encourage opportunities for parents to extend their children's learning at home. Parents speak highly of the well-established staff team. The arrangements for safeguarding are effective. Most staff at the pre-school attend advanced child protection training. This ensures that they are fully aware of the procedures to follow in the event of a safeguarding concern. The policies and procedures are updated on a regular basis and reflect current legislation to promote consistency throughout the pre-school. The manager regularly monitors staff practice through observation. She spends time during staff meetings discussing and evaluating with staff to ensure that as a group, they are able to promote improvement. Staff complete a range of risk assessments to promote child safety. Children learn about keeping themselves safe. For example, as staff light a candle they ensure that children understand the potential risks as part of the activity.

Quality of teaching, learning and assessment is good

Teaching is good. The well-qualified staff team is effective in supporting children to make good progress. Staff complete regular observations and assess the progress children make, using appropriate guidance. Children are motivated to learn and eagerly engage in planned and spontaneous activities. For example, their communication and language development are fully encouraged as they explore the contents of the pre-school 'magic box' with staff. The box contains a range of items that focuses on supporting children's understanding of the five different senses. New words and language are introduced as children wait patiently for their turn in looking at, and discussing, each specific item. Staff encourage children to be imaginative. For example, they create mud pie 'pizzas' in the outside kitchen and make tea and cake for their friends in the home corner.

Personal development, behaviour and welfare are good

Children are kind to each other and encourage other children to join them in their games. Their personal, social and emotional development are well promoted. Staff provide rewards, such as an ink stamp on their hand, for good tidying-up, and children proudly show these to parents when collected. Children are independent and want to try things for themselves. They make choices about the food they eat and tidy away their items after snack. Staff promote children's understanding of healthy lifestyles. They talk about the importance of eating food that is good for them and encourage them to drink water when they are thirsty. Children learn about the world around them as they explore world maps and talk about different countries. Their understanding of technology is promoted as they use the mouse and keyboard independently to find their way around educational games on the pre-school computer.

Outcomes for children are good

Overall, children are making good progress and gaining the necessary skills to be ready for school or the next stage of their learning.

Setting details

Unique reference number	EY242708
Local authority	Hertfordshire
Inspection number	870119
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	13
Name of provider	Footsteps Pre-Nursery Committee
Date of previous inspection	16 May 2011
Telephone number	07840826524

Footsteps Pre-School was registered in 2002. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only from 9.15am until 12.15pm with an optional lunch club until 1.15pm each day. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school provides care for children who speak English as an additional language.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

