

1st Steps Preschool

ST BARNABAS PARISH HALL, DE TRAFORD STREET, CROSLAND MOOR, HD4 5DR



Inspection date

11 April 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children make good progress and enjoy the wide variety of activities and resources available. Staff observe children as they play and make accurate assessments of what they know and can do. They use this knowledge to inform future planning so that each child can be challenged to move to the next stage in their learning.
- The well established, key-person system helps children to form strong emotional attachments. Children develop high levels of confidence and feel safe and secure in the pre-school environment.
- Staff work closely with parents to help them manage their children's behaviour and support their learning at home. Parents are particularly complimentary about the story sacks and letters and sounds courses they have attended.
- The manager is ambitious for children and is committed to providing a high-quality service for families. She monitors the quality of the pre-school and has a clear view of the strengths and areas for development. Parents and children regularly contribute ideas of how the pre-school can be further improved.

It is not yet outstanding because:

- While staff provide children with many good opportunities to develop their mathematical skills, they do not provide enough opportunities to help develop their understanding of counting and comparing quantities, size, weight and capacity.
- Although staff ask parents about children's care routines and interests, they do not seek out the detailed information they need from parents about children's learning and development before they start at the pre-school.
- Performance management arrangements are in place. However, these do not yet focus precisely on supporting all staff to reflect on their already good teaching practice, to raise children's achievements to the highest level.

What the setting needs to do to improve further

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

- enhance opportunities for children to count and identify and compare quantities, size, weight and capacity
- extend the range of information sought from parents when children start at the pre-school and establish an in-depth understanding of children's starting points
- extend opportunities for staff to reflect on their practice and strengthen the quality of teaching even further.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the manager and looked at a sample of policies, including risk assessments. She discussed the manager's procedure for self-evaluation and viewed the suitability, qualifications and recent training of staff working in the pre-school.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust security measures, such as the effective deployment of staff at arrival and collection times, ensure that children are well protected. Staff have a secure understanding of what to do and who to contact in the event of a child protection concern. Comprehensive induction procedures and regular supervision meetings, generally, support all staff and students to understand their roles and responsibilities. The manager monitors children's progress across all areas of learning. Where any gaps in their development are identified, interventions are put in place to help children catch up quickly. Partnerships with external agencies are very good, enabling staff to effectively provide tailored support for children.

Quality of teaching, learning and assessment is good

Staff are full of enthusiasm, ask well placed questions and enquire about what children are doing. Children are well supported to be confident to develop their communication and language. Young children eagerly help staff to plant carrots, peas and strawberry plants into large containers. They enjoy talking about the different gardening tools, such as, a rake, gloves and a watering can and discuss what they are used for. Older children in the outdoor area enjoy using water spray bottles to make marks on the wall, discussing how it makes the wall change colour. Staff provide children with opportunities to investigate a wide range of materials. One example of this is when children investigate plastic insects in a tray of soil and wet and dry pasta. Children confidently discuss with staff how the cooked and uncooked pasta feels and examine the insects under magnifying glasses.

Personal development, behaviour and welfare are good

Staff effectively support children's health and well-being. Children learn how to attend to their self-care needs and are encouraged to think about when they need to wash their hands. Children spend good amounts of time playing outdoors. They are regularly physically active, playing on bikes, climbing on balancing equipment and exploring the sand and water trays. Children's behaviour is good. They learn the difference between right and wrong and how to respect one another. Staff help children to learn how to take turns and listen when others are speaking. Parents speak very positively about their own and their children's experiences at the pre-school. They comment that the staff are very friendly and approachable and ensure that their children enjoy their time at the pre-school.

Outcomes for children are good

Children are confident, happy to learn and make good progress in their learning and development. They relate well to one another and enjoy time with their friends. Children develop good skills for future learning and in readiness for the eventual move on to school. They demonstrate their perseverance and attention to tasks set for them by staff. They are becoming keen and inquisitive learners. Disabled children and those with special educational needs and those who speak English as an additional language are supported well. The individual support they receive helps them to make good progress in their learning and development based on their starting points.

Setting details

Unique reference number	EY473386
Local authority	Kirklees
Inspection number	985657
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	57
Name of provider	1st Steps Pre-School Limited
Date of previous inspection	Not applicable
Telephone number	07968238922

1st Steps Preschool was registered in 2014. The pre-school employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, three at level 3, one at level 4 and one at level 5. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs and those who speak English as an additional language.

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