

# Footprints Preschool

Parish Office, St Pauls Church, Addlestone, KT15 1TB



## Inspection date

26 May 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff make regular and precise assessments of children's learning. They use this information to plan well thought out activities which meet the individual needs and interests of children. As a result, all children make good progress.
- Support for children with identified delays in their learning is addressed at the earliest possible stage to support children to make progress and catch up with their peers.
- Staff skillfully support children's speech and language development. They plan activities and small group work to encourage children to learn new vocabulary and express their thoughts and views with confidence.
- The manager and staff show a strong commitment towards making ongoing improvements to the quality of care and teaching provided.
- Children enjoy their time at the setting. Staff build warm, close relationships with them which helps them to grow in confidence and feel settled and secure.

### It is not yet outstanding because:

- Although improvements have been made to ensure all parents fully engage in initial and ongoing assessments of what their children know and can do. These are not yet fully effective.
- Senior staff do not monitor the progress different groups of children make, such as those who receive additional funding. They cannot fully demonstrate that children are catching up with their peers, at a consistently high rate.

## What the setting needs to do to improve further

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

- provide even more opportunities for parents to engage in the initial and ongoing assessments of children's learning, so that planning is more sharply focused and maximises the progress children can make
- develop systems to track the progress made by different groups of children to ensure that all differences in achievement are identified and addressed, and to monitor more effectively how quickly children catch up with their peers.

### Inspection activities

- The inspector observed the quality of teaching both inside and outside.
- The inspector gathered the views of parents who were collecting their children on the day of inspection.
- The inspector carried out a joint observation with the pre-school owner/manager to look at the quality of teaching in planned activities.
- The inspector talked to staff about how they support children's individual learning and how they keep children safe.
- The inspector looked at a range of documentation, including policies and procedures, staff suitability checks and records of children's progress.

### Inspector

Carla Roberts

## Inspection findings

### Effectiveness of the leadership and management is good

The owner is ambitious and works hard to ensure that she and her staff team provide a consistently high quality of care and learning.. Staff evaluate the service and the activities provided on a regular basis. As a result, improvement plans are focused and updated regularly, fostering a culture of continuous improvement. The arrangements for safeguarding are effective. Staff have a good understanding of the policies and procedures in place to protect children. They work together to make sure the premises are safe and secure, and that children cannot leave areas unsupervised. Partnership with parents and other settings children attend are good, ensuring a continuity of care and learning. Strong links are established with local schools to ensure that children are as well prepared and supported as possible when they start at school.

### Quality of teaching, learning and assessment is good

The owner and staff have a good understanding of how to promote children's learning. The key person system is effective in ensuring consistency in teaching for all children, as staff know all of the children and their learning styles well. Staff are very effective in supporting children's language skills, encouraging them to speak and participate in planned activities. For example, during a biscuit baking activity children talk with confidence about textures as they mix the different ingredients together. They gain mathematical skills as talk about the different weights of flour and sugar on the scales. The outdoor area is set up to ensure children gain skills across all areas of learning. They learn about the natural environment as they plant seeds and watch them grow into plants and flowers.

### Personal development, behaviour and welfare are good

Children clearly enjoy their time at the setting, exploring the well resourced areas both indoors and outdoors. They behave very well because staff act as good role models. They encourage children to be kind to each other and take turns during activities. There is a sensitive transition process when children move up to different rooms. This helps them become settled in their new environment and build new friendships. As a result, children are happy and confident learners, building positive relationships with staff and their peers. Staff are nurturing and caring, providing children with lots of praise and encouragement during activities which helps build their confidence and feelings of self-worth.

### Outcomes for children are good

Children learn important self care skills, helping them to gain independence in readiness for school. They know to place their coats on their individual hooks when they come indoors, and wash their hands before snack time or after using the toilet. Staff act promptly where there are identified delays in children's learning. They work with parents and other agencies to ensure that support is targeted and reviewed regularly. Effective use of funding for children in receipt of early years pupil premium targets children with delays in speech and language. Therefore, children are provided with the confidence and support they need to catch up with their peers as quickly as possible.

## Setting details

<b>Unique reference number</b>	EY491302
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1039410
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Footprints Preschool
<b>Registered person unique reference number</b>	RP534745
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07773813569

Footprints Preschool re-registered in 2015 following a change to a limited company. It is registered on the Early Years Register. It operates from the church hall in Addlestone, Surrey. Children have use of a large main hall and there is a separate baby room. There is also an enclosed outdoor area. A team of 13 staff work with the children. Of these, four hold appropriate early years qualifications at level 3. The manager holds a degree in early childhood studies. The preschool opens Monday to Friday all year round. Sessions are from 8am to 4pm, term time only. Funding is accepted for the provision of free early education for children aged two, three and four years.

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