

# Fingerprints Pre-School

Leverstock Green Road, HEMEL HEMPSTEAD, Hertfordshire, HP2 4HL



<b>Inspection date</b>	16 January 2017
Previous inspection date	30 January 2013

<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
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

- Partnerships with parents are strong. The staff take every opportunity to involve parents in social events, fundraising and day-to-day activities. Staff listen and respond to parents' feedback, such as introducing a weekly email to share news more effectively.
- Staff interact purposefully with children to develop their thinking and creativity. They support children's abilities to make their own decisions and find solutions to problems during vibrant imaginative play.
- Children enthusiastically embrace the wide variety of outdoor play and learning experiences. They explore water and bubbles, grow plants, climb trees and build their own obstacle courses using crates and planks. Staff encourage children to take risks in their play while setting clear boundaries to help develop their understanding of keeping safe.
- All groups of children make good progress in their learning in relation to their starting points. Key persons and the manager closely monitor their rate of progress and take swift action to address any barriers to learning.

### It is not yet outstanding because:

- The manager has not fully explored ways to help staff reflect on the impact of their practice in order to build further on the already good quality of teaching.
- Children learn about different cultures and faiths through planned activities but have less opportunity to explore and reflect on their own backgrounds to support their sense of identity.

## What the setting needs to do to improve further

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

- strengthen the performance management programme to encourage staff to be more self-reflective and enhance teaching skills to the highest levels
- extend resources and opportunities for children to explore their own culture, faith and self-identity.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Hilary Preece

## Inspection findings

### Effectiveness of the leadership and management is good

The relatively new management team continues to build on the good practice previously achieved. The manager uses action plans to identify current priorities for improvement and ambitious future projects. She works closely with her small team and is beginning to establish a more defined performance management programme focusing on ways to further enhance staff's teaching skills. Safeguarding arrangements are effective. All staff are trained and receive regular updates in a range of safeguarding issues. They demonstrate secure knowledge of how to implement procedures in the event of any concerns. Safe recruitment and induction practices are followed. These help determine staff's suitability to work with children and equip staff with knowledge to carry out their roles and responsibilities.

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

Staff demonstrate effective teaching skills which contribute to children's good progress in learning. They know children well and plan for their next steps in learning, based on accurate observation and assessments. Parents say they are well informed about what children are learning and how they can support further learning at home. Staff plan fun activities specifically aimed at the needs of older and younger children. This helps keep them motivated and engaged. Children listen to instructions and are eager to take turns to operate a remote-controlled car or paint a large cardboard box representing an ambulance. Staff use a number of effective strategies and resources to help children communicate and overcome any barriers to speech, to which children respond well. Staff work closely with parents to support children who speak English as an additional language and children who have special educational needs or disabilities.

### Personal development, behaviour and welfare are good

Staff are sensitive to children's individual needs when helping them to settle. This helps foster nurturing relationships. They provide consistent guidance to help children manage their behaviour. Children's awareness of good health is promoted well. Acting out situations when they may need help from a doctor and discussions about nutritious food, help children learn how to keep healthy. Parents are given detailed information about suitable foods for their children's packed lunches to support this approach. Children develop a good range of independence skills in preparation for school. There are useful links with schools and discussions with teachers to establish which skills children need. Children regularly practise dressing and changing into wet-weather suits. They learn how to use cutlery effectively for cutting food and wash their plates and cups after use.

### Outcomes for children are good

Children develop early literacy skills through play. Using spray bottles to make paint marks on screens helps children master tools and develop confidence for writing. When children write medical prescriptions in role play they learn about writing for a purpose. They enjoy listening to stories and borrowing books to read with their parents at home. Children count plates and cups for snack and sing counting songs to help consolidate their understanding of numbers and quantity.

## Setting details

<b>Unique reference number</b>	EY448165
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1065958
<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>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Fingerprints Education
<b>Registered person unique reference number</b>	RP531678
<b>Date of previous inspection</b>	30 January 2013
<b>Telephone number</b>	01442 260175

Fingerprints Pre-School was registered in 2012. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during school terms. Flexible sessions are offered between the hours of 8.30am and 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities and children who speak English as an additional language.

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