

# First Step Pre-School Ltd

Crossways Infants, Knapp Road, Thornbury, Bristol, BS35 2HQ



<b>Inspection date</b>	24 February 2017
Previous inspection date	11 March 2015

<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

- The manager and staff know the children well. They use effective systems to observe and assess the children's progress. Parents are encouraged to share the children's learning at home with the staff to provide continuity in their care and learning.
- The manager and staff strive for continuous improvement. For example, they continuously reflect on their practice using parents' feedback. The manager uses the support from other professionals for guidance on developing the setting.
- Children are happy and secure in the setting. They demonstrate confidence in their abilities. For example, they enjoy putting on shows and singing to the whole group. Children are sociable and develop good relationships with their peers.
- The manager and staff are good role models for children. Children are polite and learn to take turns and be patient. Children are well prepared to start school. Staff work well with the parents and other professionals to support the children with the move on to school.

### It is not yet outstanding because:

- Staff do not organise the daily routine as well as possible. There are times when children are waiting and are not engaged in any activities or experiences.
- Staff do not consistently make the best use of their assessments, to plan as precisely as possible for children's individual next steps in learning.

## What the setting needs to do to improve further

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

- improve the organisation of routines to make better use of the time that the children are in the setting
- make the best use of the assessments that are made to plan as precisely as possible for the children's individual next steps in learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at all areas used, including outdoors.
- The inspector sampled a range of documentation.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager and the chair of the committee.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of the leadership and management is good

The manager runs a committed team of staff who work well together to evaluate the service that they are providing. The manager regularly observes staff practice to raise the quality of teaching. Staff complete regular training and share the information that they have gained to make changes that benefit the children. For example, the introduction of the 'reading nook' allows children uninterrupted time to look at books. The leaders and staff have a good understanding of safeguarding. They are well trained and confident with the procedures that they should follow if they have concerns about a child's welfare. Arrangements for safeguarding are effective. Staff work closely with the parents to involve them in their children's learning. For example, learning diaries are sent home on a regular basis for parents to make comments.

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

The qualified team of staff use their knowledge well to provide good learning opportunities for the children. For example, they use skilful questioning to develop children's understanding and speaking skills. Children are imaginative and enjoy playing games based on their interests. Staff support children well by joining in. For example, staff provide props to extend children's play, such as scarfs to transform the children into princesses. Children enjoy regular sessions in the woodland areas to learn about the natural environment. Staff use opportunities to develop children's language, and children learn words to help them to describe objects. For example, they find 'rough' and 'bumpy' bark from the tree.

### Personal development, behaviour and welfare are good

Children behave well. They listen and are able to follow instructions during activities. For example, as they play in the woodlands they find objects that they have been instructed to look for. Children have plenty of opportunities to be physically active. They have fun as they are active outdoors and enjoy being involved in music and movement sessions. Staff help children to recognise the impact that exercise has on their bodies. For example, children point out that their heartbeats become faster after dancing. Children learn about the wider world, such as through planned activities, and staff talk to children about where different instruments come from.

### Outcomes for children are good

Children make good progress. They gain skills to be independent learners. For example, children serve their snacks, clear their space and wash their bowls up. Children gain a good mathematical awareness. They learn simple addition and subtraction, such as through finding set amounts of objects in the woodlands. Children are well prepared for their next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY345348
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1084752
<b>Type of provision</b>	Full-time 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>	38
<b>Name of registered person</b>	First Step Pre School Ltd
<b>Registered person unique reference number</b>	RP522002
<b>Date of previous inspection</b>	11 March 2015
<b>Telephone number</b>	01454 867283

First Step Pre-School Ltd registered in 2007. It operates from a building in the grounds of Crossways Infants School in Thornbury. The pre-school opens on weekdays during school term times. It is open on Monday from 9am until midday and from 12.45pm until 3.15pm, and on Tuesday, Wednesday and Thursday from 9am until 3.15pm. On Friday, the pre-school is open from 9am until 12.30pm. There are six staff who work with the children, of whom five are qualified from level 2 to level 4. The pre-school is funded to provide free early education to children aged two, three and four years.

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