

Fingertips Creative Arts Pre-School



All Saints Church, 129 Station Road, HARPENDEN, Hertfordshire, AL5 4UU

Inspection date

15 March 2017

Previous inspection date

19 November 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The provider is highly qualified and extremely experienced. Since the last inspection, there has been a strong focus on ensuring children are continually challenged and independence is highly promoted. The well-qualified staff are very aware of how to continually help children to be highly motivated in the rich and varied activities provided.
- Staff have an excellent knowledge of how children learn and high expectations of what each child can achieve. Observations and assessments are rigorous and of high quality. Assessments are shared with all staff so that everyone has detailed information about each child's progress and the next steps in their learning.
- Children benefit greatly from the purposeful focus of group activities. Skilful teaching helps to ensure children gain high levels of confidence. The Forest School's teaching also contributes to this. For example, children delight in taking an active part in the broad range of learning experiences, such as the superb storytelling sessions.
- Parents are extremely well supported to become engaged and involved in children's learning. Many parents provide positive feedback. They say that the staff are excellent and that their children make great progress, particularly in speech and language. They are extremely well supported to be actively involved in their children's learning.
- Partnership working is extremely strong. Teachers comment positively about the comprehensive information that they receive when children move to school. Self-evaluation arrangements are comprehensive and take into account the views of staff, children and parents. Continuous reflection identifies strengths and plans for improvement are well targeted and achievable.

What the setting needs to do to improve further

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

- enhance the already very good times of transition, such as home times and preparing to visit the forest, in order to enrich children's learning experiences even more during these periods.

Inspection activities

- The inspector spoke with the provider, staff and children at appropriate times throughout the inspection. She also observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the provider and held a meeting with her.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at samples of children's records and planning documentation. She also looked at evidence of the suitability of the provider and staff working with the children.
- The inspector sampled a range of other documentation, including the safeguarding policy and risk assessments.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is outstanding

The provider, who is also the manager, is passionate about providing high-quality care and learning opportunities for children. She leads by example and shares her wealth of experience with staff. The arrangements for safeguarding are effective. Staff have an excellent understanding of the procedures to follow to protect children if they have any concerns for their welfare. Comprehensive risk assessments are completed and staff are highly vigilant of children at all times. There are robust recruitment and vetting procedures in place. Inductions, supervisions, peer observations and daily meetings contribute towards monitoring staff's performance. The provider has identified that they would like to enhance children's experiences during transition times, such as the preparation for going home or visiting the forest.

Quality of teaching, learning and assessment is outstanding

Staff work together to plan a range of creative, ambitious and interesting learning experiences that helps to engage and motivate children. They follow children's interests, helping to bring learning to life. For example, a keen interest in a popular story is skilfully used to extend children's understanding in all aspects of learning, including mathematics. Excellent teaching helps children to compare the construction items to the length of the slithery snake in the story. This helps children to be deeply involved in their play and learning. There is a strong focus on outdoor learning, which is skilfully used as a way of helping children to extend their thoughts and ideas. Children who speak English as an additional language are extremely well supported by skilled staff. Staff use a wide range of resources exceedingly well to help children make connections in their learning. For example, they make pictorial books based on children's interests and individual experiences and effectively use these.

Personal development, behaviour and welfare are outstanding

Children are highly valued and the nurturing manner of staff helps new children to settle quickly. They are helped to flourish by the attentive staff who sit by them and extend their thoughts and ideas as necessary. Children confidently serve their snack and enjoy the social time that this provides. For example, along with staff, they reflect on their learning and discuss the importance of healthy eating. Children are exceptionally well behaved and are skilfully taught from an early age about how to resolve their concerns. They enthusiastically explain to visitors how to keep safe when visiting the forest. They learn to manage risks independently, such as successfully climbing on tree trunks and using swing ropes.

Outcomes for children are outstanding

All children make excellent progress from their starting points. This includes children who speak English as an additional language. They are inquisitive and highly motivated individuals who rapidly gain the skills they need to support their future learning. Children learn to dress themselves. They manage their own personal care and hygiene routines. They develop excellent social skills and are respectful to staff and their peers.

Setting details

Unique reference number	EY431242
Local authority	Hertfordshire
Inspection number	1065720
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	47
Name of registered person	Fingertips Creative Arts Pre-School Limited
Registered person unique reference number	RP530840
Date of previous inspection	19 November 2013
Telephone number	07340835185

Fingertips Creative Arts Pre-School was registered in 2011. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. Two staff members, including the provider, hold qualified teacher status. One member of staff holds a level 3 Forest School qualification. The pre-school opens on Monday from 9.15am to midday and from 12.15pm to 3pm. It is also open on Tuesday, Wednesday and Friday mornings from 9am until midday. Forest School sessions are available from midday until 3pm on Tuesday and Wednesday and on Thursday morning from 9am until midday for children aged three to five years. The pre-school and the Forest School operate during term time only and children may attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. It supports 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 2017

