

First Steps Pre-School

21 Biscot Road, LUTON, LU3 1AH



Inspection date

Previous inspection date

21 September 2017

8 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 well-qualified manager demonstrates strong and decisive leadership. The senior staff team have worked extensively with the local authority to systematically address weaknesses raised at the previous inspection. Improvement is swift and highly effective in raising the quality of care and education for children.
- Children's safety is staff's highest priority. There is a culture of vigilance and responsibility. Staff regularly check the new safety features, such as custom-made security gates and continually review the environment for any possible risks to children.
- The introduction of simplified ways to observe and identify children's progress increases staff's confidence in assessing their development. Staff know children well and identify precisely what they need to learn next to move them forward in their learning.
- Children make good progress in their communication and language skills. Staff support children who speak English as an additional language by using picture cards and simple group activities.
- Children's behaviour is consistently good. Staff use pictures to help them to understand the golden rules and the daily routine. Children place their name card on the 'I am waiting' board so they know when it is their turn to take part in activities.

It is not yet outstanding because:

- Staff do not provide a wide range of opportunities for older children to practise their early writing skills and extend on their previous learning about letter formation and sounds.
- Senior staff do not yet use the information they gain from tracking the progress of different groups of children to further enhance outcomes for children.

What the setting needs to do to improve further

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

- expand on opportunities for older children to practise and develop their early writing skills
- find ways to use the information gained from reviewing the progress of different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

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 completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding children are effective. Staff attend training to increase their knowledge of the Local Safeguarding Children Board procedures. All staff display a good understanding of how to report any concerns about children's welfare and are committed to keeping children safe. There is a comprehensive programme for supervising staff and monitoring their performance. The manager identifies their training needs and encourages professional development. Staff work closely with parents. Home visits before children start at the pre-school establish close partnerships with families from the very beginning. Parents praise the pre-school staff and their welcoming approach. Staff provide parents with information to help them to support children's learning at home.

Quality of teaching, learning and assessment is good

Staff give children opportunities to make choices as they play and build on their skills through positive and supportive teaching methods. Children's personal, social and emotional development is promoted particularly well by staff. Staff use a doll to tell stories and talk about emotions to help children to think about their own feelings. Technology is part of children's everyday activities. Young children are adept at using simple programs on the computer. Staff appreciate the value of outdoor play, especially for children who do not have a garden at home. Children play energetically, climbing, catching and throwing balls and building with milk crates. This supports their developing physical skills well.

Personal development, behaviour and welfare are good

Children display high levels of self-esteem. The key-person relationships are strong and help children to settle quickly. Children learn about their home lives and the similarities and differences between themselves and others. Staff encourage them to explore different themes in ways they understand. For example, children put their hands in paint and hold hands or high five each other, mixing the paint together and then making prints on paper. Staff teach children to understand about foods that are right for them. They learn about allergies and how food helps their bodies to grow and stay healthy. Children learn about preferences and how their own likes and needs differ from others.

Outcomes for children are good

Children make good progress in their learning and development at the pre-school. They share and take turns. Children happily encourage others to join in with their play and they get along well. They enjoy praise, recognising when they achieve something, such as making a car move to the finish line on a computer game. Older children develop the skills they need in readiness for moving on to school. They are enthusiastic and eager to try new things, demonstrating a positive attitude towards learning.

Setting details

Unique reference number	EY440284
Local authority	Luton
Inspection number	1099469
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	80
Number of children on roll	65
Name of registered person	First Steps Learning Limited
Registered person unique reference number	RP531281
Date of previous inspection	8 May 2017
Telephone number	01582733030

First Steps Pre-School registered in 2011 and is located in Luton. The pre-school employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and five hold qualifications at level 3 or above, including the manager with early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday and from 12.45pm to 3.45pm, with the option of a lunch club from midday to 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. They provide care for children who speak English as an additional language.

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