

# Footprints Pre-School

Newlands Cp School, Dungells Lane, Yateley, Hampshire, GU46 6EY



## Inspection date

21 February 2018

Previous inspection date

14 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 dedicated, well-qualified and experienced staff work well together to ensure children develop positive attitudes to learning. They join in with children as they play and demonstrate a genuine interest and passion for their work.
- The manager is committed to developing the skills and knowledge of all staff. She targets training to assist in meeting staff's individual professional development needs and to help raise the quality of practice.
- Children enjoy playing with a wide range of good-quality toys and resources. The stimulating and welcoming environment supports children's independence and learning.
- Partnership working with professionals and other providers is strong. Information about children's care and learning is effectively shared. This helps to promote a continuous approach to children's learning and care.
- Children form close relationships with their key person. Children who are new to the pre-school demonstrate that they are happy, confident and feel safe in their environment. Caring staff place a strong emphasis on developing children's social and emotional well-being.

### It is not yet outstanding because:

- Staff do not provide parents with specific information on their children's current next steps in learning to help them continue to support their children's learning and development at home.

## What the setting needs to do to improve further

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

- provide more specific information to parents about their children's next steps in learning and help them to engage more in their children's learning and development in the setting and at home.

### 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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's assessment records and planning.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. For example, they keep their safeguarding knowledge up to date with regular training. Staff recruitment procedures are robust. Staff receive supervision meetings and regularly discuss children's progress. The prompt identification of any gaps in children's learning leads to additional targeted support to help children make good progress. Thorough systems for self-evaluation identify strengths and areas for improvement and take account of the views of others, including staff, parents and children.

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

Staff observe children playing and use this information to provide activities that support their next steps in learning based on their interests. For example, children use their interest in a story about bears to develop their writing by creating invitations to tea. They develop their mathematical knowledge, such as when they compare sizes of pans while pretending to make porridge. Older children learn to link letters to sounds, while younger children explore loud or quiet sounds, such as squeaking quietly like a mouse. Parents provide information to support children's initial starting points and care needs during flexible settling-in sessions. They receive a good general overview of their children's progress.

### Personal development, behaviour and welfare are good

Children learn about keeping healthy and benefit from a wide range of physically active sessions. For example, they participate in forest school activities and exercise classes. Children independently serve themselves their fruit at snack time. Staff provide parents with information about creating balanced and nutritious packed lunches. Children enjoy trips in the local area and visits from local professionals, such as the fire service, as they learn about the wider world. They learn about important celebrations for different cultures. Staff manage children's behaviour consistently. They explain when some behaviours are not appropriate and gently support children to share and take turns as they build their friendships.

### Outcomes for children are good

Children are enthusiastic learners who are motivated and engaged in activities. They show curiosity and are keen to engage in conversations. Children use their mathematical skills as they chalk numbers in order on the playground. They write their name and draw maps in their notebooks as they search for a book character during an imaginary game. Children practise taking off and putting on their shoes and socks for their exercise class. They are well prepared for what they need to learn next and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY410381
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1071283
<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 - 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Footprints Pre-School Committee
<b>Registered person unique reference number</b>	RP527304
<b>Date of previous inspection</b>	14 October 2014
<b>Telephone number</b>	01252 890 416

Footprints Pre-School registered in 2010. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The manager holds a qualification at level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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