

First Steps Pre-School

Guide Headquarters, Southern Road, Thame, Oxfordshire OX9 2ED



Inspection date	26 September 2018
Previous inspection date	12 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff set up and provide a welcoming play environment for the children. Staff know the children well and plan a good range of activities and topics to help children to learn.
- Outcomes for children are good. Staff observe and monitor children's development effectively and successfully highlight children's next steps in learning, to help them make good progress from their starting points.
- Staff support children's personal, social and emotional development effectively. For instance, they praise children for their kindness in helping others and for their efforts in sharing.
- Partnerships with parents are good. Staff ensure all parents are kept up to date about their children's day. For example, staff provide a good amount of informative feedback to ensure parents are fully aware of their children's day.
- Recruitment, induction and yearly appraisal programmes are used appropriately to check staff's suitability, to ensure that they are appropriate to work with children.
- The management team and staff have a daily meeting together to help them reflect on activities and plans to identify any areas for future development.

It is not yet outstanding because:

- At times, staff do not organise craft activities to allow children to explore and develop their own creative ideas.
- Staff do not consistently explain to children the consequences of their actions to help them develop a deeper understanding of why rules are in place.

What the setting needs to do to improve further

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

- provide more opportunities for children to use and express their own ideas, particularly during creative activities
- create more opportunities to help children understand why rules are in place.

Inspection activities

- The inspector observed activities available to children.
- The inspector observed interactions between children and staff.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector spoke to parents available about their views and opinions of the provision and considered these.
- The inspector sampled a range of documentation.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are confident in their roles and responsibilities for safeguarding. They understand the signs and indicators of child protection concerns and are confident in the routes for referral. Staff benefit from regular training opportunities and discussions to advance their knowledge and skills. For example, recently at team meetings the staff have read articles on supporting children's play outside, which has helped them to improve activities offered to the children and to form good practice. Staff have positive relationships with other professionals involved in children's care, which help them to maintain continuity in care. The management team monitors children's assessments and learning well to ensure children's learning is effective and ongoing.

Quality of teaching, learning and assessment is good

Children are happy at the pre-school and enjoy the activities on offer that support their learning and development. Staff have good relationships with the children and offer them good support in activities. For example, staff talk to children about space and shape as they explore with large interconnecting construction blocks. Staff encourage children's communication and language skills well. For instance, staff sing songs and read books to the children, skilfully asking children questions to support their understanding and speaking skills. Staff provide interesting resources and activities to support children's imagination skills. For example, children have fun as they play imaginatively in the 'veterinary area', using tools to make their poorly pets feel better.

Personal development, behaviour and welfare are good

Staff offer good support to the children and effectively help promote their independence and social skills. For instance, children are encouraged to help get the table ready for mealtimes and enjoy informal chats with their friends as they eat and drink. Staff develop children's understanding of a healthy diet well. For example, they talk to children about the importance of drinking their drinks to keep them hydrated. Children behave well and are keen to help, for instance, they all help staff to clear away toys at tidy-up time. Staff encourage children to be physically active. For instance, all children have opportunities to play outside and they enjoy the local park, where they enjoy climbing on large apparatus.

Outcomes for children are good

All children develop good skills needed for their future learning. For example, children listen and show good confidence in speaking as they share news from home during group-time discussions. Children are developing good mathematical understanding. For instance, they count regularly at circle time and learn about number ordering as they play the teddy washing-line game.

Setting details

Unique reference number	134322
Local authority	Oxfordshire
Inspection number	10060524
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	19
Name of registered person	Daubney, Tracey Louise
Registered person unique reference number	RP909542
Date of previous inspection	12 May 2015
Telephone number	01844261335 07775665848

First Steps Pre-School registered in 1997. It is located in Thame, Oxfordshire. The pre-school opens on weekdays during school term times, from 9.15am until 12.15pm on Monday and Friday, and from 9.15am to 1.15pm on Tuesday, Wednesday and Thursday. The pre-school is in receipt of funding for free early years education for two-, three- and four-year-old children. There are four members of staff who work with the children, two of whom hold early years qualifications at Level 3.

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