

Footprints Preschool

Parish Office, St Pauls Church, Addlestone KT15 1TB



Inspection date	19 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- All children, particularly those who have special educational needs and/or disabilities and those who are learning English as an additional language, make good progress based on their starting points. Staff identify and promptly target any gaps in their achievements. Children are referred to external agencies and receive one-to-one support from skilled, well-trained staff.
- Staff work in close partnership with parents and all external professionals involved with children. Parents are provided with a good level of information about their children's progress and form strong relationships with their child's designated member of staff.
- Children form exceptionally strong emotional attachments with staff and each other. Firm friendships are formed. Children are happy and very well behaved.
- The manager provides staff with regular training and supports them to gain higher-level qualifications. Staff's morale is strong and staff turnover is impressively low.

It is not yet outstanding because:

- Managers have not fully developed their processes for monitoring the quality of teaching. Gaps in teaching are not always fully identified. For example, staff in the pre-school sometimes miss opportunities to help children develop their creative and imaginative ideas and to learn about things in greater depth. The quality of staff's planning for children's next steps varies between staff.
- While babies and toddlers develop excellent small-muscle skills and an ability to use tools, such as crayons and pencils, not all pre-school staff focus enough on helping older children to progress with their writing skills or with letters and sounds.

What the setting needs to do to improve further

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

- review and develop further the procedures for monitoring the effectiveness of the quality of teaching, to identify and target any gaps in individual staff's skills and practice more precisely
- focus more sharply on promoting early writing, letters and sounds with pre-school children.

Inspection activities

- The inspector observed the quality of teaching delivered by staff indoors and outdoors.
- The inspector sampled a range of documentation relating to safeguarding and evidence of staff's suitability. The inspector discussed children's progress and the self-evaluation process used by managers and staff.
- The inspector gained feedback from parents and took account of their views.
- The inspector conducted joint observations of activities with the manager and deputy, and held a meeting with them.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff and managers all complete safeguarding training linked to their level of responsibility. They are all clear about their individual responsibilities for acting on concerns about a child's welfare, and are up to date on more-recent government strategies, such as the 'Prevent' duty. Risk assessments are thorough and accidents are monitored by the provider to identify and remove any repeated causes. Procedures for recruiting, vetting and inducting new staff are robust. The provider has made a number of improvements since registration. For example, she ensures that regular health and safety checks are carried out on the setting. Parents' evenings have been introduced to focus on aspects of child development, such as supporting early language. The provider has established a successful process for tracking the progress of groups of children.

Quality of teaching, learning and assessment is good

Staff complete accurate assessments of children. They are particularly skilled and successful in encouraging and supporting children's communication and language. Trained staff use signing and a range of visual aids to encourage listening, attention and understanding. Staff engage toddlers in highly interesting and worthwhile conversations, for example, about why scarecrows are used. They ask children questions that encourage them to use expressive language. The setting is equipped with high-quality resources that children use in different ways. For example, pre-school children use giant oblong blocks to represent a hose as they pretend to be firefighters. Staff caring for babies plan a super range of activities that enables them to explore and experiment using their senses and to develop early pretend play, for instance, with dolls.

Personal development, behaviour and welfare are good

Children benefit greatly from access to a spacious garden and trips out to local parks and the farm. The management's improvement plans are well focused on promoting children's good health further. For example, yoga is being introduced to the children and a wildlife area is being created in the garden. Babies are cared for in a wonderfully cosy and nurturing environment. They sleep at times consistent with their home routines. Children take part in activities that introduce them to different beliefs and traditions, for example, collecting food for Harvest festival celebrations.

Outcomes for children are good

Overall, children are well prepared for moving on to school. They develop practical independence, are very imaginative and form firm friendships. Babies and toddlers competently use different types of crayons, brushes and chinks to make marks. Children learn to recognise their name, for instance, as they register their arrival each morning. They explore and experiment with sizes and shapes as they assemble construction equipment. Children enjoy listening to stories read by skilled staff.

Setting details

Unique reference number	EY491302
Local authority	Surrey
Inspection number	10077815
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 4
Total number of places	40
Number of children on roll	40
Name of registered person	Footprints Preschool
Registered person unique reference number	RP534745
Date of previous inspection	Not applicable
Telephone number	07773813569

Footprints Preschool re-registered in 2015 following a change to a limited company. It operates from a church hall in Addlestone, Surrey. A team of 10 staff work with the children. Of these, six hold appropriate early years qualifications at level 3. Two staff hold qualifications at level 2 and are working towards achieving level 3, and the manager holds a degree in early childhood studies. One member of staff is employed to manage domestic duties. The pre-school operates Monday to Friday during term time, between 8am and 4pm. It receives early education funding for children aged two, three and four years.

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