

# First Steps Fountain Of Life Pre-School



The Well Christian Centre, Swaffham Road, Ashill, Thetford, Norfolk IP25 7BT

<b>Inspection date</b>	4 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The management team leads the pre-school well. The team has effective systems for evaluating the provision that contribute to the drive for high-quality childcare and education. Management and staff reflect on the service that they provide. They seek the views of parents when planning for improvement.
- Staff build exceptionally friendly and trusting relationships with parents. Parents are respected as their child's key educator and are actively encouraged to remain involved in their child's learning. Parents appreciate the regular meetings with their child's key person where they discuss the next steps in their child's learning.
- Staff's knowledge and understanding of the learning and development requirements is good. They plan and deliver an interesting and varied range of activities indoors and outside to promote all areas of learning. Children make good progress.
- Staff support children's speech and language development effectively. They engage children in conversation, ask questions to encourage them to think and actively listen to what they have to say.
- Staff are exceptionally caring towards the children. Children come into the pre-school readily and develop highly secure emotional bonds with staff.
- On occasions, staff do not give children the opportunity to complete their self-chosen activities to their own satisfaction before being asked to move on with the routines of the day.
- Staff's interaction with children is not as consistently high at times of transition between activities as it is at other times during the session. Children become restless and lose interest as they wait for activities to change.

## What the setting needs to do to improve further

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

- give children time to complete their self-chosen activities
- review and revise the organisation of the transition between routine activities, to ensure that children continue to enjoy a high standard of play, teaching and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the management team and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

#### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand their responsibility to protect children's well-being. The management team has robust recruitment procedures to ensure that those working with children are suitable to do so. There is an effective system of supervision to manage staff practice and foster a culture of mutual support. Staff training is encouraged. For example, all staff complete training in managing children's behaviour to help them manage behaviour in a purposeful, caring and sensitive way. Staff are enthusiastic and motivated. They work very well as a team to meet children's individual care and learning needs. The management team monitors the learning and development requirements to ensure that children are making good progress. Gaps in children's learning are identified and addressed.

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

Staff provide interesting activities indoors and outside that promote all areas of learning. They pay good attention to planning for outdoors, helping those children who learn best from being outside. Staff know the children well. They observe children as they play and competently evaluate what they see. This supports staff to know what to do to support their continuing progress. Staff mostly support children in purposeful play and learning. They promote children's thinking skills carefully, asking questions and giving them time to consider and express their own responses. Staff are led by what children want to do. For example, when children take part in an activity to paint pictures of their family, they become excited as they add blue on top of yellow paint and it changes to green. Staff extend this to encourage children to experiment to find out what other colours they can make.

### Personal development, behaviour and welfare are good

Children's move from home to the pre-school is managed exceptionally well. Children are visited at home, where they get to know staff in a familiar environment. The key persons build exceptionally strong relationships with parents and children. Parents hold staff in very high regard, describing them as caring and nurturing. Parents speak positively about the 'parent cafes' that are run for them, including sessions on communication and mathematics. Staff have a highly positive approach to diversity. Children are encouraged to embrace their similarities and differences and develop positive attitudes to each other and people beyond their own experiences. Children understand the consistent rules. Staff talk to children in a calm and respectful manner. For example, they gently remind children about the need to use 'walking feet' indoors.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed to be ready for starting school. They are confident and independent learners who readily lead their own play. Children understand that print carries meaning and enjoy sitting with staff to read stories together. Some children can write letters from their first name. Children count confidently in routine situations, such as counting slices of banana at snack time to ensure there are enough for each child at their table.

## Setting details

<b>Unique reference number</b>	EY544373
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10092098
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Fountain Of Life Church CIO
<b>Registered person unique reference number</b>	RP544372
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01760 447444

First Steps Fountain Of Life Pre-School registered in 2017. The pre-school employs seven members of childcare staff, including bank staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm on Monday, Tuesday and Wednesday and from 9am until midday on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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