

# Inspection of First Steps Christian Preschool Playgroup

156-158 Bradford Road, Idle, Bradford, West Yorkshire BD10 8SA

---

Inspection date: 4 December 2019

---

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children enjoy the time they spend at pre-school. There is a strong sense of community. Staff work in close partnership with a range of services to ensure that all children and families receive the support they need to make good progress. Staff know children well. They use the information they gather about children's prior learning and interests effectively to help them to settle, through home visits and extended settling-in times if required. Staff provide a good range of activities and opportunities that ignite children's interest, indoors and outdoors. For example, the 'post office' is a popular area, where children use their writing skills to learn to write their name and send a message to Santa. There are well-planned activities for learning outdoors. Children benefit from plenty of fresh air and exercise to promote their health and well-being. They access the well-resourced and newly renovated outdoor area throughout the day. For example, children climb up the small hill and laugh as they crawl through the tunnel. Other children use their imagination as they cook pretend sausages with the mud in the toy microwave outside. They offer the sausages to their friends, reminding them to say 'please' and 'thank you'.

### What does the early years setting do well and what does it need to do better?

- Staff observe children as they play and accurately assess their learning. They identify any gaps in children's learning and focus upon these, providing experiences that help children to make good progress. Additional funding is used effectively to provide the targeted resources and experiences some children require to thrive and develop.
- Staff provide a range of healthy and nutritious snacks and encourage parents to provide healthy lunches. They discuss the importance of eating a healthy variety of food and remind children to wash their hands before they eat. Children have a good understanding of the effects of exercise on their bodies. They have lots of fun as they run about and follow instructions from professional football trainers who come in weekly. For example, children follow instructions as they are asked to catch the ball, jump and stand like statues.
- Parents speak very highly of the care and support families receive from staff at the pre-school. They feel very well informed about their children's progress. Staff provide very good support with a range of developmental needs, such as toilet-training and tooth brushing, and for those receiving funding.
- Staff are skilled in providing teaching that builds on what children already know and can do. They provide activities that follow children's individual interests and what they need to learn next. Staff engage and motivate children to learn. For example, children enthusiastically paint the dough Christmas decorations ready to take home. Staff talk to children and ask about the different colours they are using and what colours they make when combining two. However, occasionally,

some staff do not allow children enough time to think and formulate a response for themselves.

- The manager and staff have completed behaviour training to help them further when supporting children. Children behave very well in the pre-school. For example, they know the rules and follow them well. They can share and are polite to one another.
- Staff have a good understanding of how children learn and develop. They know their key children very well. Staff evaluate the impact of the activities on children's progress effectively, including children with special educational needs and/or disabilities (SEND). The manager regularly monitors the progress children make to ensure all areas of learning are met. All children make good progress from their starting points.
- The manager and deputy manager monitor staff closely and observe them in their role. They make suggestions as to how staff can improve their practice further and plan targeted training opportunities to help staff to develop their knowledge and skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The pre-school is secure and has locks on all entrance and exit doors to keep children safe. Staff can identify signs that would give them cause for concern about a child's welfare. They understand the procedures to follow to refer any concerns in order to ensure that children are protected from harm. Staff undertake safeguarding training and receive regular information updates to ensure their knowledge remains up to date. The manager has developed a robust recruitment, induction and supervision process to ensure staff are suitable to work with children. Staff have a clear procedure in place for the collection of children and follow this rigorously. Children are reminded of the importance of considering their own and each other's safety, especially when they go up and down the stairs for indoor exercise.

## **What does the setting need to do to improve?**

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

- provide children with more time to respond to questions to extend their learning even further.

## Setting details

<b>Unique reference number</b>	301948
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10117710
<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 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Church on the Way Educational Trust
<b>Registered person unique reference number</b>	RP904306
<b>Telephone number</b>	01274 619 780
<b>Date of previous inspection</b>	23 January 2015

## Information about this early years setting

First Steps Christian Preschool Playgroup registered in 1990. The pre-school employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with an early years foundation degree and one who is a qualified teacher. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am to 11.30am and 12.45pm to 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children, and supports children with SEND.

## Information about this inspection

### Inspector

Jane O'Callaghan

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed with the manager and a member of staff.
- The inspector held a meeting with the manager. She looked at relevant documentation, including staff's qualifications and evidence of their suitability to work with children.
- The inspector spoke to a group of parents during the inspection and took account of their views.
- The inspector spoke to staff and children throughout the inspection.
- The inspector completed a walking tour of all the areas of the pre-school with the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019