

Inspection of Fingerprints Pre-School

Adeyfield Free Church Centre, Maylands Avenue, Hemel Hempstead, Hertfordshire
HP2 4GZ

Inspection date:

23 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the pre-school happy and separate from their carers with ease. They make friends and play together, enjoying their time at pre-school. However, there are inconsistencies in the quality of teaching, and some staff do not have all the skills they need to help children make good progress in their learning. Some activities are not well planned enough to ensure all children are challenged sufficiently.

Younger children enjoy listening to stories while sharing a cuddle with staff. Children are proud of their achievements. They show pictures to visitors that they have drawn saying, 'It's amazing, isn't it?' Children look at the cress seeds that they have sown and try to remember what seeds need to grow. They enjoy smelling it and talking about what they will do with it.

Children show good concentration during adult-led activities that are well planned and purposeful. Staff use these activities to teach children new ideas and build on their previous learning. They support children's development by modelling language, using phrases, such as 'I wonder?'. Children make predictions when staff ask questions, such as 'What do you think will happen?'. This helps children to make links to what they already know.

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

- Children do not benefit from a well-designed curriculum that consistently offers good learning opportunities. Some staff do not present the information to children in a way that offers the appropriate level of challenge or adapt their method accordingly.
- Staff use their knowledge of their key children to make assessments and plan for the next steps in children's learning. However, they have not considered how a well-organised environment can contribute to children's learning.
- Staff sometimes help children to practise the skills they need for their future learning. For example, younger children join in activities that build the strength they need to enable them to write, such as threading and play dough. Older children begin to write the letters of their names and enjoy finding letters they recognise hidden in spaghetti.
- Staff understand the specific needs of children with special educational needs and/or disabilities (SEND). They plan strategies and use intervention programmes to support children's communication and language skills. Staff understand the importance of working with other professionals to ensure that children with SEND make the progress that they are capable of.
- Parents praise the staff for how well they know children and how they have helped them settle into pre-school. Parents like the regular updates they receive

about their children's progress and enjoy seeing photos of them playing. They describe staff as kind and comment on how happy their children are to attend.

- During adult-led activities, staff prepare children for their move to school and explain what they can expect when starting a new school. Children have opportunities to talk about their new school and ask questions. They recognise the logo of their new school and proudly show it to the group. Children dress up in the uniform of the school they will attend and watch videos of the school children in their classes. These activities make it an exciting time and encourage children to look forward to moving on.
- Staff are generally well qualified. The provider holds supervision meetings to check staff's well-being and to plan opportunities for training. However, she does not ensure that some staff's professional development is focused sufficiently on improving their teaching skills. In addition, the monitoring of their practice is not robust enough to help all staff develop the knowledge they need to become skilful practitioners.
- Staff promote children's good health and encourage them to follow sensible hygiene routines. Young children are beginning to understand the importance of washing their hands before eating. Older children do this independently and understand how this contributes to their good health.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding responsibilities. They know what they would do if they had concerns about a child, and who the designated safeguarding lead is. Staff also know wider safeguarding issues, such as the 'Prevent' duty. The management team use staff meetings as an opportunity to ensure staff are up to date in their safeguarding knowledge and that they feel confident in their responsibilities. Robust recruitment procedures help to ensure that only those who are suitable, can work with children. Inductions ensure staff understand safeguarding policies and procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop the curriculum to ensure it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge to help them make at least good progress	23/12/2022

focus professional development plans on improving staff's teaching skills that help them to support children in building on what they already know and can do.	23/12/2022
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To further improve the quality of the early years provision, the provider should:

- review the learning environment to ensure it is well organised and contributes to children's learning successfully
- improve the monitoring of staff's practice to develop their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences.

Setting details

Unique reference number	2567293
Local authority	Hertfordshire
Inspection number	10239131
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	39
Name of registered person	Fingerprints Education
Registered person unique reference number	RP531678
Telephone number	07745047599
Date of previous inspection	Not applicable

Information about this early years setting

Fingerprints Pre-School registered in 2020 and is situated in Hemel Hempstead, Hertfordshire. The pre-school is open from 9am until 3pm Monday to Friday, during term time. There are six staff members who work directly with the children; all of whom hold a relevant childcare qualification at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jody Taylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- Parents spoke to the inspector during the inspection and she took account of their views.

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.

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