

Inspection of Fingertips Creative Arts Pre-School

All Saints Church, 129 Station Road, HARPENDEN, Hertfordshire AL5 4UU

Inspection date:

12 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

All children thrive within this inspirational pre-school. They are welcomed by an exceptionally motivated and nurturing team. Children relish having access to different outdoor environments. Practitioners deliver exciting experiences that some children may not experience anywhere else. For example, in forest school activities, they show high levels of confidence while climbing logs, building fires and making snow angels. On the day of inspection, children sit eating their lunch in the forest, while a robin sits next to them on a log. They vote on what name they think they should give to it. Children thrive in this highly motivational and safe learning environment.

Practitioners are skilful in recognising teachable moments and extending play. For example, during a construction activity, children tell practitioners that they are creating a volcano. Practitioners explain that children have made a sculpture and they are artists. They begin to talk about other ways of making art, as the children enthuse in what they have learned.

Children's behaviour is exemplary. Children understand the pre-school rules and follow them superbly. For example, they stand still quietly and listen to the staff as they begin to sing to tell the children that it is time for 'tidy-up time'. Children approach adults and offer to help them to tidy away. Other children praise their peers as they begin to put a toy train track away.

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

- Children are valued, respected and strongly supported by nurturing practitioners. Key persons know their children exceptionally well, which contributes to their continual progress. Children are extremely confident learners. Practitioners continually empower children to persist when they face difficulties. For example, practitioners and young children look at a book about construction at a table with building materials. The children look at the illustrations and interpret what they think the book says. As they try to turn the page, practitioners encourage them to keep trying and they suggest ways to do it. Following this excellent teaching, children are able to turn the page independently and enjoy showing others what they can do.
- The pre-school liaises with other professionals and supports children with special educational needs and/or disabilities. There is a culture of promoting lifelong skills that will support children as they make transitions in their education. The special educational needs coordinator ensures that all parents and families are well supported, and that learning continues at home. As a result, all children make the very best possible progress.
- Mathematics is embedded in every aspect of learning. Children and practitioners

identify numbers on number mats on the floor. Children correctly guess a numeral and with the help of practitioners, they trace the shape of the number in the air using their fingers. They create their own challenges and show attention to detail while experimenting.

- Practitioners provide a rich variety of experiences to promote children's understanding of the world. Children learn from visitors from different cultures, vocations, backgrounds and religions. All families are asked to share their cultures, and practitioners seize upon opportunities to celebrate diversity.
- Practitioners place a great emphasis on early reading, and promote the enjoyment of books, both indoors and outdoors. They provide high-quality reading materials for children to explore, and they constantly read with children. In the forest, children go on a 'Gruffalo hunt'. They walk in the snow, eager to look for the props of the hidden animals that are in the story. Practitioners use the right tone of voice, pace, and animation to capture the children's interest.
- Parents speak highly of the team. They comment that their children thoroughly enjoy attending the pre-school and make 'extremely good progress'. Parents say that practitioners are always available for regular consultations and they understand the individual needs of each child and family.
- Leaders and managers are inspirational. They prioritise staff's well-being and create a positive and inclusive working culture. Leaders are role models and have support in place to help others. Leaders ensure that training courses and professional development are essential in enhancing the team's progress and development. Practitioners say how much they 'enjoy working' at the pre-school and that it is 'their family'.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is robust, and effective procedures are in place. Children are kept safe from potential harm, and robust measures ensure that practitioners respond effectively to any concerns. Leaders and managers know their duty of creating an effective culture of safeguarding within the pre-school where staff have lots of opportunities to learn about local issues and refresh their knowledge. Children are appropriately supervised, and risk assessments are in place for when children visit the forest. Children learn how to keep themselves and others safe by inventing and naming their own rules. For example, children tell practitioners that they do not pick up sticks longer than their arms in case they hurt anyone, but they can drag them safely.

Setting details

Unique reference number	EY431242
Local authority	Hertfordshire
Inspection number	10235571
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	26
Number of children on roll	45
Name of registered person	Fingertips Creative Arts Pre-School Limited
Registered person unique reference number	RP530840
Telephone number	07711200082
Date of previous inspection	15 March 2017

Information about this early years setting

Fingertips Creative Arts Pre-School registered in 2011 and is situated in Harpenden, Hertfordshire. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. Two hold qualified teacher status. One holds a level 3 forest school qualification. The pre-school opens, during term time, on Mondays from 9.15am to midday and from 12.15pm to 3pm. It is also open on Tuesdays and Wednesdays, from 9am until midday and midday until 3pm for forest school sessions. It opens Thursdays and Fridays from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Clarkson

Inspection activities

- This was the first routine inspection the childminder 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector held discussions with the manager and staff throughout the inspection and discussed how staff plan and implement the curriculum, and how children's progress is monitored.
- The inspector observed interactions between staff and children.
- The manager and inspector conducted a joint observation of an activity and evaluated the practice afterwards.
- The inspector spoke with several parents.

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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