

# Inspection of Fingerprints Pre-School

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

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Inspection date: 6 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Requires improvement

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

### The provision is good

Children are happy and confident in this warm and nurturing environment. They are eager to learn and swiftly engage in a range of stimulating activities that reflects their interests and previous experiences. Children are imaginative and pretend to be a dentist. They welcome staff's sensitive interaction in their play. This motivates them to talk about when and how they clean their teeth at home. Group time is a positive experience when staff provide children with a strong sense of belonging.

Children are incredibly independent because staff invest time in helping them to learn how to manage their self-care and personal needs. Children enjoy the familiarity of the routines. They behave well and respond extremely well to requests, such as lining up sensibly in readiness to go and wash their hands before mealtimes. Children welcome many opportunities to carry out responsibilities. They have a wonderful time as they show good control of musical instruments, playing slowly, quickly and loudly to accompany the manager, who plays their chosen songs on the piano. Outdoors, children observe builders working and learn about their occupation. A richly resourced construction area inspires children to stack foam bricks and balance planks of wood.

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

- The manager and staff are reflective and have worked hard to improve the provision they offer since their last inspection. They have a secure understanding of the individual needs of children attending. Staff implement an ambitious sequenced curriculum with an appropriate level of challenge. Their prime focus is to swiftly close any gaps in children's learning. This ensures children gain the essential skills and knowledge they need to succeed.
- Staff gather a wealth of information from parents about what their children know and can do when they first begin attending. They use this information well to identify and plan what children need to learn next. Home visits are offered to all children and families to help staff prioritise the experiences they offer children and to aid the creation of early, secure relationships.
- Staff receive good opportunities to continue to build on their knowledge and skills that are targeted at meeting the specific needs of children attending. They share the new knowledge they gain from training with all staff to support a consistent approach. Overall, recent training to support children's communication and language has had a positive impact on promoting children's speaking skills. However, not all children who speak English as an additional language are supported as effectively. Staff do not consistently promote children's home language to fully support their language development.
- Staff provide an inclusive environment where children with special educational

needs and/or disabilities are effectively supported. Staff have a secure knowledge of children's specific learning requirements and work in partnership with external agencies and parents to help them to make good progress in relation to their starting points.

- Promoting children's health is a clear priority. Staff plan and sequence activities for children over time to reinforce the importance of keeping their teeth and bodies healthy. Children are provided with healthy snacks, and staff talk to them about the benefits of the food they eat. Children benefit from fresh air during regular times in the outdoor area. They thoroughly enjoy dancing to music and have a go at creating different movements with their body. However, staff provide too much equipment outdoors. This compromises the amount of space available for them to fully participate and build on their physical skills.
- Staff embed emotional literacy into everyday activities. This supports children to understand and talk about their feelings and how their behaviour can affect others. Staff are positive role models. They value children's contributions and treat them with great respect.
- Parent partnerships are a particular strength. This contributes to high levels of continuity in children's care and learning. Parents can borrow resources and books from the lending library to help continue to support children's progress at home and foster their love of books. Parents speak fondly about the staff team and comment how they feel very well supported, particularly during changes in their children's lives.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of how to keep children safe. All receive regular safeguarding training to keep up to date with any changes in legislation or procedures. Staff speak knowledgeably about the 'Prevent' duty and wider safeguarding issues that are relevant to the local area. Staff are clear about their roles in reporting child protection concerns, and they understand the whistle-blowing policy. The manager implements strong recruitment to ensure that staff are suitable to work with children. There are robust measures in place to ensure that children are only collected by authorised individuals.

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

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

- provide opportunities for children who speak English as an additional language to hear and use their home language to further support their communication skills
- strengthen the planning of the outdoor area to provide children more space to fully develop their physical skills.

## Setting details

<b>Unique reference number</b>	2567293
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10247902
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Fingerprints Education
<b>Registered person unique reference number</b>	RP531678
<b>Telephone number</b>	07745047599
<b>Date of previous inspection</b>	23 June 2022

## 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 8.30am 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

Lorraine Pike

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day.

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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