

Inspection of Early Steps Preschool

Singh Sabha Sports Centre, Stoke Poges Lane, Slough, Berkshire SL1 3LW

Inspection date:

6 December 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

All children are settled and very happy in the warm and inviting setting. Staff have high expectations for all children's learning. They implement an effective curriculum that successfully supports children to enjoy their experiences and make good progress. Children are keen to join in with the engaging activities that staff carefully plan for them. They are excited to learn using the natural resources around them. For example, staff encourage children to learn about ice and the sounds it makes as they step on it and how it feels when they touch it. Children enjoy bringing their imagination alive. They giggle happily as they pretend to apply make up and brush their hair at the dressing table.

All staff are positive role models. Children are polite and behave well. They know what is expected of them and follow instructions with good levels of maturity. Children learn about the importance of healthy lifestyles. For instance, they talk about the importance of good oral hygiene. They learn about the benefits of healthy eating. They grow their own healthy produce at their allotment, such as strawberries. Children develop good physical skills. For example, they learn about the different ways their bodies move in regular yoga activities.

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

- Staff get to know all children well. They know their individual personalities, including what they like and dislike. Staff establish secure and trusting relationships with all children. Children enjoy the company of staff and their friends. For example, they take delight in staff joining in with their role play and giggle as they charge them 200 dollars for a cake at their shop.
- Staff successfully meet all children's individual needs. This includes children who have special educational needs and/or disabilities (SEND), and those who speak English as an additional language. For example, they liaise closely with outside specialists and implement effective strategies to support children. This includes using simple signing and visual timelines to support children's understanding of changes in routine.
- Overall, staff support children to develop good communication skills. For example, they provide a running commentary as they play and have meaningful conversations with children who remain engaged and listen intently. However, on occasion staff do not give children time to think and then respond to the questions they ask them to build on their thinking and speaking skills even further.
- Staff encourage children to be independent. For example, they put on their coats and serve their own snacks. Children have some opportunities to be creative. For instance, they have access to a wide range of art materials. However, staff do not encourage children to make their pictures unique and express their own

ideas more freely. For example, all end products look the same and lack uniqueness. Therefore, children do not have consistent opportunities to think about their own ideas and express their own creativity.

- The managers and staff establish positive partnerships with parents, who speak highly of them. They comment staff are warm and friendly and really care for the children and families. Staff keep them well informed about what their children have enjoyed doing and share their achievements and next steps in their learning. Staff share useful information with parents to support them at home. This includes tips and advice on the importance of being safe online and the impact of screen-time.
- The managers closely monitor the quality of education and care that staff provide children. Staff regularly observe each other teach children, and provide constructive and helpful feedback. Staff evaluate their practice together and use their findings to support future improvements.
- All staff attend regular and relevant training. They have recently reflected on the various ways to support children with individual needs. This includes using a variety of techniques, such as visual prompts.
- All staff provide children with opportunities to develop a good understanding of other people from around the world, including languages, cultures, and religions. For example, children learn about the traditions of Sikh and Hindu beliefs. This helps children gain good levels of respect for other people outside of their own communities and experiences.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a good knowledge and understanding of all safeguarding and child protection policies and procedures. This includes having a confident knowledge of the signs and symptoms of abuse to look out for. All staff know how to raise and follow up any potential concerns. This includes fully understanding how to manage any allegations against staff. Safeguarding is a focus in team meetings and all staff complete regular training to keep their knowledge up to date. Staff teach children how to stay safe. For example, on regular walks in the environment they talk about the importance of being aware of unfamiliar people.

What does the setting need to do to improve?

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

- improve the promotion of children's communication skills by making sure questioning is used more effectively to enrich children's language development
- increase the opportunities for children to express their own creativity in all activities.

Setting details

Unique reference number	EY461761
Local authority	Slough
Inspection number	10301695
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	17
Number of children on roll	15
Name of registered person	Early Steps Preschool
Registered person unique reference number	RP532530
Telephone number	07415239468
Date of previous inspection	29 January 2018

Information about this early years setting

Early Steps Pre-school registered in 2013. It is located in Slough, Berkshire. The setting is open Monday to Friday, from 8.55am until 3pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs four members of staff, all of whom hold relevant early years qualifications at level 2 and above. This includes two members of staff who have a relevant early years qualification at level 3 and one member of staff who holds early years professional status.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with one of the managers. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the managers, children, parents and staff at convenient times and considered 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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