

First Steps Pre-School

The Drill Hall, 72 a Middle Street South, Driffield, YO25 6QF



Inspection date

24 May 2016

Previous inspection date

8 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children benefit from interesting and exciting experiences that engage them and build on their interests. Qualified and experienced staff support children well through a balance of free choice and structured activities. Children enjoy their play and learning.
- The quality of teaching is good. Staff fully understand how to promote children's learning. Accurate assessments of children's progress are used well to plan activities that motivate them to explore and investigate. Children ask questions, showing they are inquisitive learners and keen to gain new knowledge.
- The key-person system is firmly established and children feel very safe and secure. Partnerships with parents, carers and other professionals are strong. Children who have special educational needs or a disability and their families are supported effectively.
- Children are confident and show high levels of curiosity and imagination in their play and learning. They demonstrate positive relationships with their friends and staff.
- Self-evaluation takes into consideration the views of parents, staff and the voluntary committee. Development plans are well targeted to strengthen all areas of practice. Staff implement concerted strategies and are keen to drive future improvements.
- The manager monitors the educational programmes, children's progress and cohorts of children. This ensures any gaps in children's learning are identified and acted on. Children make good progress in their learning from their starting points.

It is not yet outstanding because:

- Staff do not maximise the opportunities for all parents to contribute what they know about their children's learning at home.
- Occasionally, staff are over-directive within creative activities and they do not make the most of opportunities to enable children to explore and follow their own creative ideas.

What the setting needs to do to improve further

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

- enhance strategies to help all parents share what they know their children can do at home on an ongoing basis
- support children to create their own ideas and follow their own thinking during creative experiences.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the manager at appropriate times during the inspection.
- The inspector looked at evidence of the suitability, qualifications and training certificates of staff working at the pre-school. She also looked at the pre-school's self-evaluation and a selection of policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector observed children playing and spoke to children and staff throughout the inspection. She also carried out a joint observation with the manager.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team is clear about their responsibilities to keep children safe from harm. Robust recruitment processes ensure staff are of high quality and suitably checked. This provides stability and security for children. Staff attend regular training, keep up to date with new developments and further develop their knowledge and skills. This has a positive impact on outcomes for children. The manager has introduced staff supervision meetings to monitor staff performance and check the quality of teaching is consistently shaped and managed. Partnerships with the local schools are established. Staff form successful relationships with other settings that children also attend.

Quality of teaching, learning and assessment is good

Children enjoy pretend play in the well equipped role play areas. This effectively supports their imaginative play. Staff follow children's interests and talk to them about what they are doing as they play. Staff are skilled in identifying the learning potential of children's self-chosen activities and ask questions to further challenge children's thinking. Children show an interest in the tadpoles and staff extend their understanding of the world, discussing the life cycle. Staff use their observations and assessments of children's learning to plan a wide range of exciting activities, both indoors and outdoors. Older children are encouraged to recognise their name and write letters. Activities are used to explore letter sounds further, enhancing children's literacy skills. Younger children sing rhymes and pair this with actions, following physical movement instructions. This promotes their communication and language skills and supports their physical development. Parents receive regular feedback about their child's progress.

Personal development, behaviour and welfare are good

Children settle well, they form close and trusting bonds with their key person. Before children start at the pre-school, staff obtain information from parents about children's achievements during home visits. This supports staff in establishing children's starting points. Staff are positive role models in how they play, talk and listen carefully to children. This helps children understand how to share and take turns to develop strong friendships. Children are well behaved. Staff remind children about possible hazards and how to remain safe. Children's healthy lifestyles are supported well. They have many opportunities for physical exercise, as they play outdoors daily and access a range of equipment. Staff provide healthy snacks and promote good hygiene procedures.

Outcomes for children are good

Children are confident and curious. They are active learners who are not afraid to try new things and ask questions. Older children learn about letter sounds and gain a good understanding of mathematical concepts. Younger children eagerly embrace moving to music. Children who have special educational needs or a disability and children who speak English as an additional language are monitored closely. Staff identify and address any gaps in children's learning, supporting children and their parents. Children develop the key skills needed for the next stage in their learning, such as school.

Setting details

Unique reference number	314628
Local authority	East Riding of Yorkshire
Inspection number	868241
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	28
Number of children on roll	76
Name of registered person	First Steps Pre-School (Driffield) Committee
Registered person unique reference number	RP518449
Date of previous inspection	8 February 2010
Telephone number	01377 241117

First Steps Pre-School was registered in 1999. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above, including the manager who holds an early years degree. The pre-school operates from Monday to Friday, from 9am to 12pm and 12.30pm to 3.30pm, term time only. A lunch club is also available each day. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or a disability and children who speak English as an additional language.

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