

# First Steps Pre-school

Bradfield Road, CREWE CW1 3RB



<b>Inspection date</b>	2 April 2019
Previous inspection date	8 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- The manager and her staff provide a warm, welcoming and inclusive environment. Children are happy, confident and settle quickly.
- The enthusiastic and well-qualified staff provide excellent support for children with special educational needs and/or disabilities (SEND). Strong partnerships between parents and external agencies support children with SEND to make good progress from their individual starting points.
- Children form close relationships with their key persons. Key persons know children extremely well and use what they know to plan effectively for children's next steps in learning. They accurately assess children's progress to ensure that any gaps in learning close swiftly.
- Parents are very complimentary about the quality of the pre-school. For example, one parent comments: 'I would highly recommend the pre-school to others. Staff are so warm and go above and beyond to support my child's individual needs.'
- Staff promote equality and diversity well. They embrace opportunities to develop children's awareness of the wider world and other cultures. For example, parents and volunteers are invited into the pre-school to read stories in their home languages.
- Children who speak English as an additional language are supported extremely well. They quickly develop the confidence to interact effectively with staff and their peers. This helps them to attain a good level of English for when they start school.
- At times, staff do not use opportunities that arise to provide children with more challenge to extend their good progress even further.
- On occasions, staff are not deployed effectively enough to support older and more-able children to make the highest possible progress.

## What the setting needs to do to improve further

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

- make the best use of opportunities that arise to challenge older and more-able children to raise their learning to the highest level
- review arrangements for staff deployment during free-play sessions so that older and more-able children are more consistently supported.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and held a meeting with the management team.
- The inspector looked at relevant documentation, records and policies available for inspection. She checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and children during the inspection and took account of their views.

**Inspector**  
Rachel Strutt

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff have a good understanding and knowledge of safeguarding and wider child protection issues. They thoroughly understand local safeguarding procedures to follow and know how to keep children safe. Staff receive good levels of support during supervisory sessions and use regular peer observations and mentoring to develop staff practice. Staff attend a variety of training programmes and apply what they have learned successfully. This has a positive impact on outcomes for children. Managers and staff have good working relationships with a wide range of external agencies. They attend regular meetings with other professionals involved in children's care and learning. They agree next steps to meet the specific needs of all children and their families. The manager uses self-evaluation effectively to identify strengths and areas for improvement. She uses action plans to implement the required changes.

### Quality of teaching, learning and assessment is good

Staff provide an exciting and stimulating learning environment. This is particularly impressive as they are required to set up and pack away all equipment at the beginning and end of each day. Staff provide an array of resources that can be used in a variety of ways and encourage children's sensory development. This promotes opportunities for children to investigate, discover and develop curiosity during their play. Children benefit from the opportunities that this provides. They use their problem-solving skills and imagination to create a car from a cardboard box. They attach a piece of material to the box so that they can pull it around the room and giggle with excitement as they provide rides for one another. Children persevere as they mix the ingredients to make play dough. They add lemon to fragrance the dough and they use their senses to explore and appreciate the change. Staff highly value parents as partners. They exchange information in a variety of ways and get them actively involved in the pre-school. For example, they invite parents to stay-and-play sessions and have regular progress meetings about their children's development.

### Personal development, behaviour and welfare are good

Children demonstrate a secure sense of belonging and emotional well-being. Staff encourage children to manage their own independence. This is demonstrated when children are encouraged to pour their own drinks and to use a knife to spread butter on their crackers. Staff are good role models and promote good manners. Children behave well and show genuine care towards one another. They enjoy fresh air and exercise in the secure outdoor play area. They show good physical dexterity and coordination as they explore the outdoor equipment.

### Outcomes for children are good

Children are confident, self-motivated learners who independently initiate their own play. They acquire the key skills they need for the next stage of their learning. Children benefit from effective transitions when they move on to school. This helps to ensure continuity of care and learning and supports them to settle well. Children are competent communicators and enjoy the wide genres of books available to them.

## Setting details

<b>Unique reference number</b>	EY468608
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10059326
<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</b>	2 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Mr Edward Bell and Mrs Christine Elizabeth Bell
<b>Registered person unique reference number</b>	RP533650
<b>Date of previous inspection</b>	8 June 2015
<b>Telephone number</b>	07970184494

First Steps Pre-school registered in 2014. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. One staff member holds qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm on Monday and Friday, and from 9am until midday on Tuesday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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