

Inspection of Footsteps Pre-School

Oving Village Hall, Oving, Aylesbury, Bucks HP22 4FJ

Inspection date: 10 May 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and starting to become independent learners. They smile and laugh throughout the day. Children's well-being is at the heart of this nurturing pre-school. They receive an excellent level of care and attention from staff. Children have strong attachments to staff. They approach staff for a reassuring cuddle or seek them out and tell them about an activity they have completed. Children feel safe within the pre-school.

All children benefit from a curriculum which focuses on the importance of a language-rich environment through the use of books. Books are available everywhere for children. They access these independently and overall engage in meaningful story times with staff. For example, children read with staff and act out the well-known favourite story of 'Going on a Bear Hunt,' in the outside area. Children recall phrases from the story and pretend to 'stumble, trip and squelch.' They regularly take book bags home and a lending library is available for all to access. This further supports them to reach developmental milestones and exposes them to wider vocabulary.

Children show respect and kindness towards each other as they take turns and share resources. Staff are good role models that encourage and praise children's efforts. As a result, children have a positive attitude to learning and behave well.

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

- The dedicated manager has a clear vision for the setting and is always looking to improve where needed. She regularly seeks views from parents and staff to effect change. The manager supports staff extremely well through regular supervisions and looks out for their well-being. Staff speak highly of the manager and say they enjoy working at the pre-school.
- Children's behaviour is managed well. Staff expectations are high and children respond quickly and positively to the praise and encouragement they receive.
- Partnerships with parents are strong. Parents leave glowing comments and testimonials about the staff team, with comments such as, "the care, dedication and commitment are extraordinary." Parents have regular opportunities to discuss their children's progress with staff. They enthuse on the regular feedback received through the closed social media page and the online application.
- An effective key-person system is in place. Staff have a good knowledge and understanding of the children in their care. For example, they are warm and caring to all children, they undertake home visits before children start, and work with parents to adopt a gradual and smooth transition into pre-school. Staff recognise that some children are finding starting pre-school a little unsettling

due to their experience during the COVID-19 pandemic.

- Children learn about the local community they live in. They go on walks into the village, visit the pigs, borrow books from the bus-stop library, and recently celebrated the coronation with parents by having a picnic at the village hall.
- Staff plan a rich and varied selection of well-organised activities across the curriculum which engage and focus children to learn. Overall, staff provide good interactions with children to support their learning, with a strong emphasis on the outdoors. However, at times, although younger children are happy, staff do not fully engage them during some activities. For example, during some planned activities and periods when they are outside, staff direct questions to older and more confident children.
- The manager and staff monitor children's progress successfully. They accurately identify aspects of children's development where they need additional help, and implement targeted support. Staff work closely with other agencies, ensuring that children receive specialist support when needed.
- Staff work well with the local schools which children will attend. For example, teachers are invited to attend the pre-school to meet the children. This supports their smooth transition to school.
- Children who speak English as an additional language are supported well. Staff use keywords obtained from parents and pictures of routine times to help children to understand what will happen next.
- Staff provide resources in the indoor and outdoor environments to follow children's interests, provide challenge and fun. For example, outside, children use the large wooden blocks to make bridges and see the flow of water on a wall-mounted drainpipes.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have a good understanding of the setting's safeguarding policy and they keep their training up to date. Staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to identify children that may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards and maintain a safe environment. They are vigilant about safety and maintain correct ratios to keep children safe.

What does the setting need to do to improve?

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

- review the organisation of group activities to ensure that all children are

consistently supported well.

Setting details

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| Unique reference number | 2633633 |
| Local authority | Buckinghamshire |
| Inspection number | 10285688 |
| 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 | 1 to 4 |
| Total number of places | 24 |
| Number of children on roll | 19 |
| Name of registered person | Footsteps Day Nursery And Pre-School Partnership |
| Registered person unique reference number | RP901320 |
| Telephone number | 07828798249 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Footsteps Pre-School registered in 2021 and operates from the Oving Village Hall in Oving, Buckinghamshire. The pre-school is open on weekdays, from 7.30am until 1.00pm, term time only. It receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs five staff, three of whom hold relevant qualifications at level 3.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the pre-school 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 inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspectors took account of these views.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and recruitment records.

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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