

Little Footprints Nursery Ltd

Inspection report for early years provision

Unique reference number	EY365635
Inspection date	13/11/2008
Inspector	Kate Bryan
Setting address	459 Uppingham Road, LEICESTER, LE5 6RA
Telephone number	0116 251 1514
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Footprints Nursery Limited was registered in 2008. It is privately owned and operates from a converted house in Leicester City. The nursery offers care for 40 children aged between birth and eight years and currently has 32 children on roll. The nursery is open from 07.30 until 18.30 all year and children attend for a variety of sessions. There are no problems with access for any children. The nursery cares for children on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff who work with the children and of these five have childcare qualifications and two are working towards them.

The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

Overall effectiveness of the early years provision

Children are treated as individuals and are happy and content because staff know their needs and work closely with parents to ensure these are met. However, some areas of safeguarding children require attention to ensure they are always kept safe.

The nursery is a new setting and is well organised and resourced so that children's free play is well promoted. Staff are interested in the children but are not yet fully confident with implementing the Early Years Foundation Stage to help them progress their learning. The nursery is beginning to use self-evaluation and review procedures to ensure the service to children is always progressing. Staff are clear that all children have the same opportunities and adapt activities so all children can participate.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that observations are in place for all children and that these are used to support planning which covers all areas of learning (Educational programmes) 12/12/2008
- ensure planning is used to identify what individual children need to learn next (Educational programmes) 12/12/2008
- ensure that staff develop a sound awareness of the Early Years Foundation Stage and how to implement this (Educational programmes). 12/12/2008

To improve the early years provision the registered person should:

- ensure that all children's starting points are identified so staff can build on their strengths and interests
- ensure that all staff can implement the Local Safeguarding Children Board procedures
- ensure that children's safety is maintained at all times.

The leadership and management of the early years provision

Children's welfare, care and safety are suitably promoted overall because the nursery supports training for staff which includes, first aid, food hygiene, working in partnership with parents and behaviour management. All staff also hold a professional childcare qualification or are working towards one. Staff training needs are well met because regular appraisals assist the manager in identifying areas for improvement. This means children are cared for by staff who are qualified and motivated. Some staff have also undertaken training in safeguarding children but not all are aware of procedures to follow which means that children's safety is compromised. Recruitment procedures are sufficiently robust to ensure children are kept safe and all staff work under supervision until they are vetted. Staffing levels are maintained at the nursery which means children benefit from staff who know them as individuals.

All required policies and procedures are in place and are regularly reviewed to ensure they are effective. For example, a risk assessment identifies hazards within the building so these can be dealt with appropriately.

The management at the nursery are beginning to put systems in place to monitor and evaluate the provision which has led to an action plan to address areas for improvement. For example, systems to be put in place to implement the Early Years Foundation Stage.

Parents receive a satisfactory range of information about the setting and the manager works through policies and procedures with them when they visit so they are clear how their child will be cared for. A two-way system of communication is in place between parents and staff as a daily diary is completed for each child, this ensures parents are regularly updated about their children's day. Parents spoken with appreciated this system. The nursery has also taken suitable steps to liaise with other settings that children attend, for example, local schools, so children receive continuity of care.

The quality and standards of the early years provision

Children's welfare, learning and development are inadequate. Staff work closely with children to help them use liquid soap and paper towels in the toilet to reduce the risk of cross-contamination appropriately. Children enjoy outdoor play daily and have access to a wide range of resources which develop their physical skills,

for example, bikes and parachute play. Younger children's small hand skills are promoted well as they help to peel satsumas at break and babies enjoy painting using their hands. Meals are cooked on the premises and take into account children's dietary needs. Children enjoy snacks of fruit and staff take this opportunity to talk to them about healthy eating.

Children are encouraged to learn about keeping themselves safe because staff talk to them about hazards, such as not holding onto stair rails, and the consequences of this. Suitable procedures for outings also ensures that children's safety is promoted when they are out. Measures are in place to ensure only staff manage access to the nursery, however, staff are not always vigilant about closing room doors which means children's safety is compromised.

Staff ensure that children have easy access to a good range of resources which supports their own play well. Children are encouraged to independently select their own activities which promotes their confidence, for example, children enjoy playing with shapes and cars.

Staff understand the needs of individual children well and warm relationships are in place which means children are happy and content. However, staff do not identify the starting points for every child so they cannot build on their strengths and interests. Also not all staff are fully confident about how to implement the Early Years Foundation Stage which means it is not delivered effectively to all children. Daily planned activities are in place within rooms but, overall, planning is not structured to cover all areas of learning and there is no evaluation to enable staff to improve their delivery. Very limited observations are in place for all children and these are not used to aid planning or children's progress. This means children's individual needs are not met as staff cannot identify what children have learnt and need to learn next.

Children are sociable and happy and are confident to talk in groups and to adults, staff progress children's understanding of language as they help children to sound letters and associate these with words. Young children respond happily to staff's interest in them and are learning how simple rules help to make the group work. For example, children help to tidy away toys and receive lots of praise for good behaviour so their self-esteem is well promoted. Children readily access books for pleasure and enjoy sitting and listening to stories. Children practise counting, such as how many children are in the group, which helps them to use numbers in everyday activities. Children also learn to problem solve as they slot shapes and consider how to build using bricks. Children's knowledge and understanding of the world is suitably promoted because a range of festivals are acknowledged and they have engaged in fund raising events so they learn about the needs of others. They have also constructed using junk to make models and all children have access to a computer or programmable toys. Plans are currently in place to grow things in the garden and make children more aware of their local community by trips out and visitors.

Staff make sure all children have access to a range of resources which promote positive images and understand how to work with other professionals to meet the needs of all children. Staff also ensure that all children and parents can be

communicated with as they use key words and can provide literature in a range of languages.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.