

# Little Footprints Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY365635
<b>Inspection date</b>	05/08/2009
<b>Inspector</b>	Alison Edwards
<b>Setting address</b>	459 Uppingham Road, LEICESTER, LE5 6RA
<b>Telephone number</b>	0116 251 1514
<b>Email</b>	
<b>Type of setting</b>	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 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 Ltd was registered in 2008. It is privately owned and operates from a converted two storey house in the eastern suburbs of Leicester. Younger children use playrooms on the ground floor and older children are based on the first floor. There are cloakroom facilities on both floors. There is an enclosed rear garden for outdoor play.

The nursery opens each weekday from 07.30 to 18.30 throughout the year. Children attend a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children under the age of eight years, all of whom may be in the early years age range. It receives funding to provide nursery education to three- and four-year-old children. There are currently 34 children aged under eight years on roll. Of these, 24 are in the early years age range, including eight receiving funding for nursery education. Including the proprietor, there are 12 regular childcare staff, of whom nine hold recognised qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff have a generally sound awareness of how to implement the requirements of the Early Years Foundation Stage (EYFS) to underpin arrangements for children's welfare. They work with parents and other relevant agencies, to ensure that they have sufficient knowledge of children's specific care and learning needs to enable them to take account of children's individuality. Consequently, children are usually settled, busy and interested in their play, so helping them to make steady progress in their learning. Nursery managers access relevant external advice to help them evaluate the effectiveness of their provision and enable staff to make use of relevant training to help promote ongoing improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve arrangements to ensure that decisions on the suitability of those caring for children include consideration of references and full employment history
- review staffing arrangements to improve the supervision of mobile babies who are sleeping on floor mats
- ensure risk assessments for the premises cover everything with which a child may come into contact, with particular reference to the garden pond
- develop arrangements to encourage all staff to contribute to a culture of reflective practice and self-evaluation to identify current strengths and priorities for improving the quality of provision for all children
- make more effective use of observations and assessments to share information with parents of what children can do and to plan and provide

more challenging, stimulating opportunities and experiences to extend their learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the safeguarding children policy includes procedures to inform Ofsted within 14 days maximum in the event of any allegation being made against a member of staff (Safeguarding and promoting children's welfare) 02/09/2009
- carry out a full risk assessment for each type of outing, including an assessment of required adult:child ratios, and review it before embarking on each specific outing (Safeguarding and promoting children's welfare). 02/09/2009

## **The leadership and management of the early years provision**

The nursery has taken adequate steps to address the actions required at its last inspection in order to improve the quality of its provision. Through use of relevant local training and the input of local authority advisors, it has ensured that staff now have a generally sound overview of the requirements of the EYFS and of how to help children learn through play and practical experiences. With ongoing external support, staff are now establishing the use of observations, including initial assessments of children's abilities, in order to identify some priorities for children's future learning. Plans for further activities and experiences for children now take some account of this information. Consequently, they are more useful in helping staff to meet children's individual learning needs. Managers continue to make use of external support to help them identify appropriate action plans for ongoing improvement. However, all staff are not yet fully involved in evaluating their own and the nursery's, current strengths and establishing shared priorities for further development to improve the quality of provision for all children.

Sound arrangements are generally in place to safeguard children's welfare. Required records are kept regarding individual children, for example, relating to parental contact details and children's health, dietary and cultural needs. This helps staff to meet children's individual care needs safely. Staffing levels are organised to ensure that required adult:child ratios are adequately maintained overall in the event of unexpected staff absence. However, staffing is occasionally not well-organised to best meet children's individual needs. For example, the supervision of sleeping babies does not always take full account of their current level of mobility. Clear recruitment procedures are in place. However, specific elements of these are occasionally not effectively implemented. Consequently, references or details of previous employment history are occasionally not obtained to ensure that managers have all relevant information when deciding on the suitability of adults to care for children. Staff know what to do in the event of an emergency such as a fire or a child going missing. They recognise what child abuse

and neglect are and know how to act in the event of any concerns about a child in line with appropriate, agreed procedures. They are also aware of the possibility of allegations of abuse being made against staff caring for children and know what action is required in such circumstances, including notifying Ofsted promptly. However, the nursery's safeguarding policy does not yet include this procedure in accordance with current nationally-agreed requirements. It is, therefore, not fully effective in underpinning the nursery's ability to act in children's best interests in any such event.

Prospective parents are able to see the nursery in operation and go through relevant policies and procedures with managers. This helps to ensure that they have adequate information about arrangements for children's care. Staff seek and record information from parents about children's specific needs, preferences and abilities, so helping them to know children as individuals. Informal daily discussion and use of care diaries for younger children, enables parents and staff to share ongoing information about experiences and events in children's lives. Children's developmental records are available to parents on request and the nursery is in the process of introducing meetings with parents to more systematically discuss children's progress. Arrangements are in place to liaise with other relevant professionals and agencies to support the inclusion of children with disabilities or individual learning needs.

## **The quality and standards of the early years provision**

There are generally sound arrangements to maintain children's health and safety. Children are cared for in clean, warm and well-ventilated premises. They enjoy frequent energetic play in the rear garden, for example, balancing on low beams, scrambling through tunnels or catching and throwing. Meals such as fish pie and fruit flan help to contribute to a balanced diet and children have ready access to drinking water to encourage them to take sufficient fluids. Children develop sound hygiene practices in their daily routines such as washing their hands before meals. They begin to talk about some aspects of how to look after themselves such as what they need to wear to stay comfortable when playing outside. Children have a fair range of opportunities to develop their dexterity. Babies explore the textures of different fabrics or twist and turn the controls on 'cause and effect' toys, whilst older children begin to use scissors or crayons with growing control.

Children act safely within the nursery, for example, as they use the stairs sensibly. They begin to learn about some aspects of staying safe in the wider world, for example, as they share books about 'stranger danger'. Sensible precautions help to maintain children's safety whilst on the premises such as the use of a gate at the top of the stairs and the provision of a sturdy, weight-bearing cover on the garden pond. Staff undertake risk assessments covering most aspects of safety within the nursery. However, these do not yet cover everything with which children may come into contact, with particular reference to the garden pond. They are therefore not yet fully effective in documenting how potential hazards to children are minimised. Sound practical arrangements are in place for the conduct of outings such as trips to the library. However, legally required risk assessments are not undertaken for outings, in order to document arrangements to maintain

children's safety.

Children are usually settled and relaxed within the nursery. Staff help babies and younger toddlers to confidently play alongside each other and begin to encourage older children to co-operate with each other, for example, as they play simple games. Posters reflecting positive images of different cultures and lifestyles, together with some relevant books and play materials, help children begin to recognise and respect diversity. Staff have a sound awareness of children's specific care needs, for example, with regard to home language and culture. This enables them to help children feel recognised and valued as individuals.

Children often show interest and enjoyment in their play. For example, babies respond to adult's simple songs by clapping their hands or shaking sound-makers in time with the rhythm. Toddlers begin to develop spontaneous pretend play as they chat into a toy mobile phone or as they use a toy spoon to pretend to eat play food in the home corner. Older children independently decide to sort items by colour at a designated 'maths' table or choose to make recognisable symbols at the writing table. Children of varying ages enjoy exploring the natural world as they dig for worms and 'mini-beasts' in the garden or as they find and compare twigs of different sizes. They show awareness of everyday technology as they operate the keys of simple electronic toys or recognise the numerals on a calculator. Consequently, they are establishing a sound basis for their future development and learning. However, staff do not yet make full use of their observations and assessments of children's current abilities to consistently plan and provide consistently challenging and stimulating learning opportunities to fully extend each child's learning and progress. For example, craft activities are sometimes overly adult-directed and play areas are not always presented well to encourage children's practical exploration of sorting, matching and problem solving.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3
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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- establish arrangements to inform Ofsted in the event of any allegation of serious harm to, or abuse of, a child by a staff member or on the premises (Matters affecting the welfare of children; also applies to the voluntary part of the Childcare Register).

02/09/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as identified in the compulsory Childcare Register section of the report. (Matters affecting the welfare of children)

02/09/2009