

Footprints at Dean Valley

Inspection report for early years provision

Unique reference number EY389368
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Inspector Rachel Ruth Britten

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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 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

Footprints at Dean Valley was registered in 2009 and is one of two nurseries that are privately owned by Footprints Day Nurseries Limited. It operates from a room within Dean Valley Primary School in Bollington, Macclesfield. There are secure areas for outside play and the premises are fully accessible for people with disabilities. A maximum of 16 children may attend at any one time. The setting is open from 7.30am to 6.00pm each weekday for 51 weeks a year.

There are currently nine children on roll aged from two to four years. All of these are within the Early Years Foundation Stage (EYFS). The setting is also registered to care for children aged up to eight years on the compulsory part of the Childcare Register. The setting is not currently supporting any children with learning difficulties, disabilities or children who speak English as an additional language. The setting employs three members of staff including the manager. The manager has qualified teacher status and the two other staff are qualified to level 3 in early years. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff are highly skilled and committed, recognising the uniqueness of each child and successfully working to ensure that every child makes good progress. Children are included very effectively so that they are highly confident, independent and able to make a very positive contribution. Partnerships are developing satisfactorily as the setting becomes established and plans for improvement focus upon extending parental involvement. Self-evaluation tools are utilised satisfactorily but have not focussed sufficiently upon the EYFS requirements which support the safeguarding and welfare of children.

What steps need to be taken to improve provision further?

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

- extend the use of initial and summative assessments to show children's progress under the six areas and to inform the making of next steps plans
- carry out full risk assessments for each specific outing and keep records about vehicles in which children are transported, including insurances and a list of named drivers
- ensure that policies and procedures are both relevant to the setting and made easily available to parents.

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

- designate a practitioner within the setting who has attended a child protection training course to take lead responsibility for safeguarding children and put in

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place a written procedure for dealing with concerns and complaints from parents (Safeguarding and promoting children's welfare)

- ensure that written parental permission is obtained before any medication is given, including Calpol, and ensure that parents give written permission for the obtaining of any necessary emergency medical treatment or advice in the future (Promoting good health).

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The leadership and management of the early years provision

All adults are highly motivated to plan and provide a stimulating environment, full of exciting choices for children. They set out resources and use their personal skills to provide a rich indoor and outdoor experience which stimulates every child's senses. They review children's interests daily and monitor each child's progress, bringing in new and different items to build upon these interests. Staff are all well qualified and experienced, but have identified that they need access to ongoing training and more early years advisory support if they are to continuously improve their service. They have no administrative support on site and have adopted the policies and procedures of the main nursery in the group. These policies and procedures are not yet made available to parents or tailored to their own setting, although this work has been started. As a result, they do not fulfil all the EYFS welfare requirements. For example, the named specialist for child protection does not work in this setting; there is no clear complaints policy communicated to parents; the parental consent for emergency medical treatment and advice only covers emergency hospital treatment; and details of the drivers and vehicles used for trips are not available on site. These issues do not significantly affect the safeguarding of children day to day.

Staff and managers have acted upon the staff ratio matters raised by the early years advisor and ensure that there are always two members of staff on site. They have started to use the Ofsted self-evaluation form. They plan to include parents by forming a parent and staff committee whilst also involving them more in their child's learning by sharing what they know about their child's learning needs when they first start to attend. They encourage parents to use the planning board to write experiences and interests that their child has been doing at home so that staff can incorporate and extend this during activities and discussion in the setting. a slide show of children's activities is frequently put on the computer at the end of the day for parents to see. Twice yearly parent's evenings, 'graduation ceremony', newsletters and displayed planning and discussion also include parents in their child's nursery experience. Close links and shared activities with the reception class help ensure a smooth transition to school. However, children's 'learning journey' records are not used day to day with parents and they do not contain periodic assessments to clearly summarise progress over time and show priorities for children's next steps. Parents' views are not yet sought in writing, but the roll is small and parents say they are delighted with the individualised care their child

receives, the outdoor play and experiences, and the links with the school and local community.

All staff make use of risk assessments, checklists, diaries and notice boards, to support effective team working and to keep the setting safe and efficient. The sharing of areas for toileting and access to water with the reception class works safely because staff ratios are high and they are vigilant. Parents and carers come into the setting at the start and finish of sessions, to see what their child has been doing and to speak to staff without any compromise to safety. Staff do not work alone or perform intimate care tasks until their vetting is completed. One member of staff has undertaken safeguarding training and the manager is trained in the identification and support of children with additional needs. All staff have high aspirations for the setting and each child within it despite working in temporary accommodation where their plan to provide for babies as well as children aged over two cannot be started. Their main aim is to maintain the standard of individualised care offered as the roll grows.

The quality and standards of the early years provision

The provision helps children to make good progress and they have very positive attitudes to learning. This is because a strong sense of belonging is promoted, resources are easy to find because they are labelled, well organised and invitingly set out. For example, there is an exciting construction site area with real signs and a traditional African hut role play area. The daily routine also maximises involvement, independence, choices and activity time. Children have their own place for coats, bags and spare clothes, find their name picture card and put it on the chart. Precious things from home and comforters can be used throughout the day and there are photos of all the resources and children using them all around the setting. The personalised, interactive setting and the warm welcome from staff, ensure that children have a great sense of belonging and are confident and in control as soon as they arrive.

Children are interested, independent and competent because staff make available diverse resources, follow their individual interests, and support them to take part in all the routines of the day. For example, children break up the spare toast and go out to put it on the bird table. Outside, they pick some plums and listen to what sounds they can hear. They talk about the lawn mower they can hear and the grass cutter they saw yesterday. Staff then set up a tractor in the grass outside for the child to play with and this later develops into a mini beast and nature hunt. The cars, train track, scissors, washing powder container, sand tray scene and books are all used in ways that relate to the child's choices. Activities flow from children's interests and natural digressions and staff skilfully weave all aspects of learning into these. They talk about number, encourage speech and new language and give children time to solve problems for themselves and develop their small and large motor skills. Staff help them to use all their senses and develop creative skills and a good understanding of how things work.

Most of children's welfare needs are met well. Staff teaching and example shows children how to be safe and healthy, for example, putting on sun cream outside in

the sun and safe walking and road crossing. Time is taken to learn thorough hand washing after nappy change and before eating. Snacks and drinks are nutritious and children have opportunities to prepare and serve their own food. Supervised playing outside with their older siblings at school break times and joint teddy bears picnics with reception class all help children's confidence, physical skills and preparedness for moving up to school. Individualised care makes allowances for issues around eating or medical needs, so that these are often improved or overcome. However, advance parental permission was not gained in writing for a medication given when a child became ill during the day.

Staff plan activities based on children's current observed interests and adapt the continuous provision indoors and outdoors so that children are really well stimulated and included and learn to make an excellent contribution. Warm, secure relationships are made by key workers who provide excellent role models for sharing, manners, kindness and respect for all others and the world around us. A wealth of positive images, displays and activities also help children appreciate diverse cultures, the wider world, the local community, the need to recycle, and one another's different moods and ways. For example, children have made a robot from junk and are taking their recyclables to the local recycling centre. They learn simple sign language to aid communication and learn greetings in various languages. They look for their black persona doll who is reading a book today but is placed somewhere different each day. Frequent walking trips to shops, library, canal and reception class, introduce children well to interact with the local people and what nature is around them. Children's behaviour is excellent because they so happy and well stimulated.

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?	2
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?	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?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

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

Met