

Footprints

Inspection report for early years provision

Unique reference number EY242050
Inspection date 10/08/2009
Inspector Sue Anslow

Setting address 154 Cumberland Street, Macclesfield, Cheshire, SK10 1BP

Telephone number 01625 662200 423255
Email info@footprintsdaynurseries.co.uk
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).

Description of the setting

Footprints is one of two settings run by Footprints Day Nurseries Limited. It was first registered as a day nursery in 2002, having previously been a preparatory school. The nursery is situated in the West Park area of Macclesfield, Cheshire. The nursery is open each weekday from 07.30 to 18.00 all year round, with the exception of the Christmas period and bank holidays. Children are cared for in age appropriate groups, with rooms on the ground, first and second floors, and a separate baby unit within the grounds. All children share access to a secure enclosed outdoor play area.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 65 children may attend the nursery at any one time. There are currently 109 children aged from birth to under five years on roll. The nursery currently supports children with disabilities. There are 26 members of staff, 22 of whom hold appropriate early years qualifications. The nursery manager has recently achieved Early Years Professional Status. The setting provides funded early education for three and four-year-olds'.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The wide range of resources and experienced staff team provide and maintain good provision for all the children. Staff's knowledge of the Early Years Foundation Stage framework ensures children learn and develop to the very best of their ability, and general welfare requirements are well managed. The uniqueness of each child is valued and staff work hard to support their different ways of learning. Families are welcomed and the service provided by the nursery reflect the needs and culture of the local community. Continuity is promoted through effective partnerships with parents and some links with other local facilities. Self-evaluation at all levels reflects the monitoring and analysis of what the setting does well and areas for development. Actions are well targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

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

- continue to work together with other practitioners to support transitions between settings and between setting and school.

The leadership and management of the early years provision

Footprints Day Nursery is managed extremely well by a qualified Early Years Professional and her team of qualified and experienced childcare staff. Recruitment procedures are sound and rigorous checks are carried out to ensure the safety and

well-being of the children and their families. Staff feel valued and empowered through individual and group meetings where their ideas, skills and areas for development are addressed. Consultation and sharing ideas with each other ensures everyone feels 'ownership' of the practice within the setting and staff are clear about the aims and objectives of the nursery as a whole. Staff are encouraged to update their knowledge and skills and strive for higher qualifications as far as possible. Systems for monitoring and evaluating children's learning and development are being established and regular reflective practices ensure the outcomes for children are optimised. The recommendations raised at the last inspection were acted on immediately and satisfactorily.

Appropriate policies and procedures are in place to keep children safe and secure within the setting. Children's safety is given high priority at all times, with risk assessments carried out on all areas and resources children come into contact with. Staff are familiar with the safeguarding policy and are aware of the correct procedures should there be any concerns. A number of staff hold first aid certificates and any accidents or illnesses are managed well. Appropriate steps are taken to promote and protect children's health, from the provision of freshly prepared meals and snacks to the exclusion of any infectious illness or condition. Children benefit from having access to their own outside play area at the nursery and a large park just across the road. Both these areas are used regularly to promote children's health and well being. An inclusive and welcoming service is provided at the nursery, with all children able to contribute to and participate in the many games and activities. Staff engage with each child and their family and challenge any negative behaviour or discrimination. Adults identify children's individual needs as early as possible and, together with input from other agencies if appropriate, they ensure each child gets the support they need.

Partnership with parents is well established from the start, with emphasis on continuous communication at all times. Parents are given lots of information about the setting and there are many opportunities for discussions with staff. Information about the Early Years Foundation Stage (EYFS) framework is readily available and parents can discuss their child's development and progress with their key worker at any time. Staff encourage parents and carers to be involved in nursery life as much as possible and they enjoy parent's evenings, social events and coach trips. Seeking the views of parents and carers is very important to nursery staff as it enables them to provide the best possible outcomes for all children attending. Management are beginning to make approaches to a number of local schools, in order to promote closer links and consistent working through the EYFS. Work has already started on forming a network of local nurseries to enhance staff's knowledge and share ideas on best practice, therefore providing optimum support for children.

The quality and standards of the early years provision

Children make excellent progress in their learning and development through the expertise of staff and the provision of appropriate facilities and resources. Children arrive excited and eager to experience the wide range of activities in all the rooms. They separate from their parents increasingly happily as their self confidence

grows, and join up with friends to play in the sand or bang on the saucepans with a wooden spoon. Children learn through play and the provision of meaningful real activities, such as matching the things they see outside the large bay window to various pictures on the wall. Older children have fun choosing what resources they need to represent the different themes in the role play area, for example, dressing up clothes, binoculars and popcorn for their 'theatre'. All areas of development are promoted to the highest level and children gain a good understanding of the world around them and learn to respect each other and their surroundings. They collect leaves, twigs and grasses to make their jungle display more life-like and use colourful woven materials and plaited wool for the figure of an African man. Children of all ages enjoy tasting different kinds of food, learning the difference between sweet and savoury, smooth and crunchy. Behaviour is extremely good because children are busy and interested in everything that is going on. Staff are on hand to help, guide and ask appropriate questions, which enable children to work things out for themselves, for example, asking 'how many legs does the spider have, is that the same number of legs you have'. Through staff's good role modelling and enthusiastic praise, children's self esteem is optimised and they are very proud to be chosen to help set the table for lunch or have the first go on the computer.

Activities are planned week to week to meet the needs of individual children, identifying the next steps in their development, based on staff's observations of children's interests and abilities, as well as discussions with parents. The nursery's aim, to promote children's choice, independence and responsibility, is practised by all ages as children choose what they want to play with and take turns with their friends. They thoroughly enjoy making their own sandwiches at tea time, spreading the butter and choosing what filling to put inside. Children visit each other's rooms or join together for outdoor play, where the older children push the little ones round in the cars or hold their hands as they walk over the little wooden bridge. Children learn new skills through their daily play activities. They are gradually introduced to letters and numbers through pictures, captions, labels and songs, eventually leading to mark making and calculations such as working out how many squares they can move their counter in the board game or how many knives and forks they need round the table. Cosy, attractive book corners in all the rooms invite and encourage children to read and listen to stories, poems and rhymes. Staff help children create wall displays of their favourite stories, sometimes using familiar photographs. For example, the popular 'funny bones' stories have photographs of the children's arms, legs and tummies interspersed with the skeletons. Signs and labels in different languages around the room introduce children to other cultures and they enjoy weekly Spanish 'lessons' with a lively teacher. Physical development is promoted very well as children enjoy outside play in all weathers, games in the local parks and walks to the shops and library. 'Stretch and Grow' sessions and 'Happy Legs' ball games are extremely popular.

Children are closely supervised and their health and welfare is protected at all times. Doors and gates are locked appropriately and visitors to the nursery are monitored. Children have a clear understanding of safety procedures and why these are needed. They practise evacuation procedures regularly and know how to climb up and down stairs safely. Healthy eating policies are followed as children

enjoy meals and snacks with plenty of fresh fruit and vegetables. Drinks of fresh water are available throughout the day. Good hygiene procedures are practised, fresh air and exercise are promoted daily and children can rest or sleep comfortably if they are tired. The structure of the nursery and staff's relationships with children and their families, contribute to producing well rounded, confident individuals, who work well together to make valuable contributions to society.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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

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

