

Footprints

Inspection report for early years provision

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Inspection date

10/11/2009

Inspector

Clare Stone

Setting address

'Imagine', Footprints Day Nursery, Britannia Lane,
Kingsnorth, Ashford, Kent, TN23 3JD

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Footprints has been registered since July 2005 and is owned and managed by Ashford Play Centre Ltd. The nursery operates from a self-contained area within the premises. The nursery is located in Kingsnorth, near Ashford, Kent. There is access to a secure enclosed outdoor play area.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 75 children may attend the nursery and out of school club, at any one time. It is open Monday to Friday from 07:45 to 18:00 all year round. Children attend for a variety of sessions and the group serves a wide catchment area. There are currently 35 children on roll. The group supports children with learning difficulties and disabilities as well as children who speak English as an additional language.

The nursery employs 15 staff. Of these, 12 hold appropriate early years childcare qualifications and two are working towards a qualification. The setting receives support from the local authority Early Years Advisory Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at nursery. Staff clearly care about the children they look after and good relationships are in place. There is a wide range of interesting and stimulating activities available. Outcomes for children are fully promoted to ensure all children's individual needs are being met. The manager and staff are committed to the continuous improvement of the nursery and constantly reviews this through self evaluation and training. Recommendations from the previous inspection have been met and the setting has worked hard to move from a satisfactory judgement to a good judgement.

What steps need to be taken to improve provision further?

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

- review the routines of the setting to ensure that the organisation of activities such as snack time, toileting and use of the garden do not unnecessarily disrupt children's freely chosen play
- continue to develop staff knowledge and understanding of the Early Years Foundation Stage to extend and support children's learning

The effectiveness of leadership and management of the early years provision

Staff are providing good quality care for children. All children are well protected as staff are fully aware of the procedures to follow in the event of any child protection

issues. There is a policy in place that supports this and staff sign to say they have read and understood their role and responsibilities. Staff also sign to say they have no issues regarding their last Criminals Records Bureau (CRB) check. All risk assessments are in place and these are recorded and updated daily. The manager reviews these with staff to ensure children stay safe at nursery. Fire evacuation procedures are in place and are practiced regularly to help children understand what to do in the event of a fire. Again this is recorded and reviewed regularly. All resources are good. They are fit for purpose and able to support children's learning. Equipment and resources are used well, however occasionally staff disrupt children's play to visit the toilet and have snack. This results in missed opportunities for children to develop independence and self help skills.

All documents needed for the efficient and smooth running of the nursery are in place. The manager has detailed policies and procedures which are well maintained. The nursery is effectively managed and has clear aims and objectives, which are shared with both staff and parents. Staff have a positive approach and enjoy their time at work. The manager ensures all staff attend training and is supportive of any other tuition which can enrich the care and education of the children who attend. There is a self evaluation form in place. This ensures that the manager and staff work together to address their strengths and weaknesses. The manager and staff are conscious to continue to develop staff knowledge and understanding of the Early Years Foundation Stage to extend and support children's learning

The nursery operates a fully inclusive provision. Staff know that children are individuals and their differences are celebrated. There is a equal opportunity policy in place which clearly shows how each child and their parents are supported. The nursery have a Special Educational Needs Co-ordinator (SENCO) who attends regular training and can assist and create individual educational plans to meet children's requirements. Staff have a good knowledge of each child's background and needs, and ensure their own knowledge about different cultures are up to date. They also make the most of diversity to help children understand the society they live in.

Partnerships are well established and make a strong contributions to children's achievements and well being. Parents say they are happy with the care their children receive. They feel they are included in their children's development and can turn to the staff for support and advice. The nursery work closely with the Early Years Advisory team to promote good outcomes for children.

The quality and standards of the early years provision and outcomes for children

Most children including those with learning difficulties and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals. They play well together and the nursery has a harmonious feel giving the children a sense of belonging.

Planning is informed by the observations made by staff. Children's starting points are recorded and staff are skilled at planning a fun curriculum that follow's

children's interests.

Whilst at nursery children enjoyed cooking their pudding and younger children visited the adjoining play centre. Small babies and toddlers are well cared for, because staff follow parent's wishes and ask them to be fully involved in their children's day. Babies are happy and look to staff for support and cuddles. During the lunch time the toddlers chatted happily and really enjoyed their meal of sausages and winter vegetables. The children are active learners and really enjoy their time at nursery. They are busy playing and this is reflective in their behaviour. Any issues regarding behaviour are discussed with parents to ensure continuity.

Children have access to a fun outside area where there is a good variety of toys. They have fun playing wacky races with staff as others climbed on the climbing frame or played on the slide. Babies have an outside area of their own. This enables them to play and extend their fine and gross motor skills in a safe and secure environment. Staff appreciate that children need fresh air and plan to build on their outside area to make it more exciting for children to investigate and explore.

Children have plenty of opportunities to use their imagination. There is a creative area which has collage materials for children to collage pictures. Some children played with foam and used their cars to pretend they were ploughing through the snow and crashing. The home corner area has a wide range of resources and children enjoyed playing 'mummies and daddies'. Staff help children by asking open questions to help extend their play and organise their thoughts.

Children's skills for the future, such as communication and literacy are progressing well. Staff know their children well and plan a range of activities that involve and stimulate children learning in these areas. They have access to a computer and younger children have radio controlled cars and push and pull toys. Babies are beginning their early skills and actively explore their surrounding with curiosity and interest.

Children are encouraged to build healthy lifestyles. They have snacks that are nutritious and tasty. For example, fruit, toast, cheese and raw vegetables. All meals are cooked on site and the nursery employs a chef who cooks only for the children and is fully aware of their healthy eating policy. They have plenty of fresh air and gentle reminders from staff encourage them to wash their hands after visiting the toilet or playing outside. Children who are unwell do not attend nursery, and this helps prevent cross of infection.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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