



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY242050

DfES Number: 559610

INSPECTION DETAILS

Inspection Date 08/09/2004
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Footprints
Setting Address 154 Cumberland Street
Macclesfield
Cheshire
SK10 1BP

REGISTERED PROVIDER DETAILS

Name Footprints Day Nurseries Ltd 3747148

ORGANISATION DETAILS

Name Footprints Day Nurseries Ltd
Address 130 London Road South
Poynton
Stockport
Cheshire
SK12 1LQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Footprints Nursery is situated close to the town centre, opposite West Park, in Macclesfield.

The house from 1957 was formally known as St Bride's Preparatory School.

Mrs Margaret Huntington has owned and managed the school since 1999 and registered the provision as Footprints Nursery in 2002.

The nursery is registered to provide full day care for 63 children, 27 under two and 36 under five years, for 51 weeks of the year. There are children who attend the nursery who have English as their second language and children who have special needs. The nursery can accommodate children on the ground, first and second floors, with a baby unit set in its grounds.

There are 24 care staff, of whom 65% who hold an early years teaching or child care qualifications. The rest are qualified by experience and students, in addition to a cook, an administrative assistant and a cleaner.

The Nursery have no pets and does not provide overnight care.

Staff are encouraged to keep their professional developments up to date and Sure Start Early Years Development and Childcare Partnership advisers are used to help with reviews of systems. The nursery encompasses the Foundation and Birth to Three curriculums.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Footprints Nursery provides a welcoming, friendly environment where children are happy and eager to learn. Children make very good progress in communication, language and literacy, mathematical and creative development. They make generally good progress in their knowledge and understanding of the world, physical, personal, social and emotional development.

The quality of teaching is generally good. Staff are committed, cheerful and welcoming. They work well together to provide an array of interesting activities. They are good role models and manage the children's behaviour very well through adhering to clear routines, praise and encouragement. Staff use their time effectively to support the children, asking appropriate questions and showing interest in what the children say and do. Assessments of the children's progress are conscientiously recorded and folders of the children's work are systematically maintained. Staff are familiar with the early learning goals, although the weekly planning is not sufficiently linked to the goals to identify the learning purposes of the activities planned.

Leadership and management are very good. The nursery benefits from the clear leadership of the manager. Staff have a good understanding of their roles and responsibilities and work well as a team. Staff meetings are held and contributions are valued. Good communication systems are in place. There is a strong commitment to improvement through regular evaluation of the educational provision and continual staff development.

Partnership with parents and carers is very good. Parents have a very positive view of the provision. They are provided with good quality, helpful information. Newsletters provide continual updates, alongside a weekly guideline on children's curricular activities. Staff are warm and friendly and listen to parents' views and wishes. Parents' evenings are held regularly when staff provide information about the progress children are making in their learning.

What is being done well?

- Children are happy, confident and eager to learn. They interact well with their peers and adults. They are well behaved, polite, respect each other, share and take turns.
- Children love stories. They maintain attention, concentrate and sit quietly at story time. They listen carefully to the reader, anticipating what will happen next and respond intelligently to questions.
- Children enjoy mathematical activities. They are developing well their counting skills and ability to solve simple number calculations. All enthusiastically engage in counting rhymes and songs.

- Staff use very good strategies to promote the children's good behaviour. They give children clear, consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example for the children.

What needs to be improved?

- more resources to promote children's physical development through balancing and climbing activities
- increased opportunities for children to develop their independence at snack and meal times such as pouring their own drinks and making choices
- planning needs to be more closely linked to the early learning goals so that the learning purpose of each activity is clear for all children
- the range of technological toys.

What has improved since the last inspection?

Not Applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy, settle quickly to tasks, show good skills of concentration and perseverance, and are eager to learn. They are developing good relationships, are polite and are learning to care for and respect each other. Children behave very well, they recognise the boundaries and respond well to guidance from staff. They are developing good independence managing their own personal hygiene, although more opportunities are needed for children to take responsibility at snack and lunchtimes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing good speaking and listening skills, they communicate appropriately with adults and their peers, for example to recall and share familiar events using a wide range of vocabulary. Children enjoy stories and respond intelligently to questions relating to the stories. They know how books 'work' and delight in handling them. Children recognise some letters by sound and shape, and enjoy developing their pre-writing skills, while older children recognise and write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make meaningful and appropriate use of number and are learning to count well and recognise numerals. They use songs, rhymes and practical activities enthusiastically to develop their skills in addition and subtraction, and to problem solve through real life situations. Older children enjoy sequencing and looking for patterns. Children use good mathematical language to describe position, shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged to use all their senses to investigate a wide range of materials and activities. They have access to a computer and a range of construction toys, but there is more limited access to technological toys. Children have an understanding of time, often recalling past events. They talk about their world and about their families and where they live. Children learn also about the natural world as they talk about animals and their habitats.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are able to move confidently indoors and show a good sense of spatial awareness and control during outdoor activities. They move confidently on bicycles and cars and negotiate obstacles. However, there are limited opportunities for children to be challenged physically when climbing and using balancing equipment. When they use small tools, equipment and manipulative materials they show increasing dexterity.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have an excellent repertoire of songs and rhymes; more confident children name additional songs to sing and all join in with words and actions. Children are keen role players, acting out everyday experiences or familiar stories. They enjoy experimenting with colour, texture and shape during a range of creative activities, often naming and selecting colours and tools for a purpose. All eagerly showed their preferences when smelling and tasting a variety of fruits.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase opportunities for children to travel under, over and through balancing and climbing equipment
- link the curriculum planning more closely to the early learning goals, so that the learning intentions of activities are identified
- develop further the children's independence at snack and lunch times
- provide more opportunities for children to be made aware of everyday technology.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.