

Little Footprints Nursery Ltd

Inspection report for early years provision

Unique reference number	EY365635
Inspection date	05/01/2011
Inspector	Claire Jenner
Setting address	459 Uppingham Road, LEICESTER, LE5 6RA
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Footprints Nursery Ltd was registered in 2008. It is privately owned and operates from a converted two storey building in the eastern suburbs of Leicester. Younger children use playrooms on the ground floor and older children are based on the first floor. Access to the building is via a ramp. There are cloakroom facilities on both floors and there is an enclosed outdoor garden for outdoor play.

The nursery opens each weekday from 7am to 6.30pm throughout the year. Children attend for 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 and supports children with special educational needs and/or disabilities and children with English as an additional language. There are currently 36 children aged under eight years on roll. Of these, 22 are in the early years age range. Including the proprietor, there are 12 regular childcare staff of whom nine hold recognised qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a satisfactory understanding of the Early Years Foundation Stage which is implemented appropriately to support children's overall learning and development. They work with parents and relevant agencies to gather sufficient details in order to meet children's individual needs. As a result, children are generally settled and confident in the setting. Most of the required policies and procedures are in place to underpin children's welfare; however a breach of requirement to maintaining risk assessments means that children's welfare is compromised. The setting vocalises a commitment to improve and has implemented some systems to evaluate the provision and identify areas for improvement. However, these are not sufficiently established to enable staff or parents to contribute fully to the process or to implement a clear plan of action.

What steps need to be taken to improve provision further?

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

- implement systems to ensure a risk assessment is carried out on both the indoor and outdoor areas, that it is reviewed regularly and that the appropriate records are maintained detailing when and by whom it was carried out (Suitable premises, environment and equipment).

31/01/2011

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

- develop systems to ensure that all staff undergo regular appraisals and implement an effective programme of continuing professional development and support
- review procedures for the deployment of staff to ensure that the key person system is implemented effectively
- develop arrangements to enable all staff and parents to contribute to a culture of self-evaluation and reflective practice to identify strengths and priorities for improvement that will improve the quality of provision for children
- ensure that observations of what children can do are used effectively to check that learning is secure in all areas and planning is consistently informed to promote children's next steps in their learning and development
- review planning systems and use of resources to ensure all children are able to participate in, and have good access to a balance of adult-led and child-initiated activities
- extend current communication methods to engage with and provide relevant information to parents.

The effectiveness of leadership and management of the early years provision

Appropriate procedures for the recruitment and checking of new staff ensures that children are cared for by suitable, qualified adults. The induction process is sound which provides staff with sufficient knowledge to fulfil their role. However, regular staff appraisals are not routinely carried out in order to continue to support and identify their training needs. As a result, opportunities for continuing professional development are inconsistent which impacts on their ability to support children. Children are protected from abuse or neglect because staff have a sound understanding of the indicators of these and know how to report their concerns to the Local Safeguarding Children Board. Managers and staff predominately make effective use of the sufficient range of policies and procedures available to underpin children's welfare. Children's safety is generally well promoted as the staff carry out daily visual checks of the premises and equipment. Appropriate monitoring of the door ensures that children cannot leave unsupervised or that unknown adults can enter the building. CCTV is installed throughout the nursery. However, accurate written risk assessments and a record of when and by whom these were checked are not consistently maintained. Consequently, children's welfare is not always fully protected.

Staff are generally clear of their roles and responsibilities which benefits the children that attend. The required records are kept regarding children's individual requirements, such as, health, dietary and cultural needs. This helps staff to meet their specific care needs appropriately. A key person system is in operation throughout the nursery. However, the deployment and rotation of staff does not always fully support this, which in turn hinders staff's opportunities to forge strong and knowledgeable relationships with the children. Relationships with parents are

generally positive and prospective parents are able to visit the nursery and discuss relevant policies and procedures with managers. They receive helpful information about the arrangements for their children's care and learning through daily verbal feedback and a written diary. Developmental records are accessible on request and through invitation to the occasional parents evening. However, the nursery has not yet established fully effective ways of sharing on-going information with parents about the next steps in their child's development and learning. The nursery is familiar with the value of working with other relevant agencies and professionals to support the inclusion of children with disabilities or individual learning needs.

The nursery has generally taken positive steps to address recommendations raised at its last inspection in order to improve the quality of its provision. Managers have a clear vision for the setting and have recently begun to work more closely with staff and parents to highlight strengths and areas for continued development. However, this is in the early stages and time is now needed to fully implement and embed improved practices in order to continue to improve the outcomes for children.

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

Staff promote a warm and caring atmosphere where children develop positive relationships with their friends and staff. As a result, children feel safe and are confident to move around the setting and approach adults. Staff generally provide an appropriate selection of toys and activities for children and they encourage them to make some independent choices in what they wish to play with. As a consequence, children are able to initiate some of their own play. However, a proportion of the resources and equipment are inaccessible to children, stored in high shelves and cupboards. As a result, children's opportunities to develop their independence and decision making skills are inhibited. The setting has recently implemented new systems for the observation and assessment of children. However, these are not yet fully effective and staff are not yet completely confident in using the information to inform their planning for individual children and so consistently to challenge and fully extend their learning and progress across all areas of learning. For example, some art and craft activities are occasionally over adult-directed and natural materials such as sand and water cleared away within a short space of time. This limits children's opportunities to explore and experiment with the toys and resources in their own time.

Children generally behave well and staff encourage them to take turns, share toys and equipment and talk nicely to each other. Consequently, children develop harmonious relationships with their peers. Staff manage unwanted behaviour appropriately and promote children's self-esteem and confidence through praise and recognising their achievements. For example, when a group of children and staff member build with bricks, they enthusiastically applaud each other as they successfully construct a bridge. Children understand the daily routine and are encouraged to take some responsibility as they help to tidy away. They enjoy a

range of balanced meals and sit at tables or highchairs to eat. Children have good access to a range of books and are able to access them at will during the day. Some children sit and look at the books independently, skilfully turning the pages and enjoying looking at the pictures, whilst a small group of children actively join in and re-tell a familiar story with a member of staff. Older children have good access to mark making equipment, such as, paper, pens and pencils whilst younger children have some opportunities to engage in planned adult-led activities, such as painting.

Children are mainly settled and relaxed in the nursery. They are learning to keep themselves safe in the environment. For example, they use the stairs carefully and are supported by staff to use equipment appropriately. Staff seek and record relevant information from parents about children's individual health and dietary needs, and have suitable systems in place to manage any accidents or illnesses appropriately. Children learn about the importance of good hygiene through daily routines. For example, as they are encouraged to wash hands before eating and after visiting the toilet. Children enjoy opportunities to be physically active as they play in the fresh air in the outdoor area or take part in music and movement sessions indoors. Children are valued as individuals as staff have a sound awareness of their specific care needs, for example, with regard to home language and culture. Resources and displays, such as books and posters reflecting positive images of different cultures help children to recognise and respect diversity.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

- take action as specified in the Early Years part of the Childcare Register section of the report 31/01/2011

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 specified in the compulsory part of the Childcare Register section of the report 31/01/2011