

Footprints Day Nursery

Inspection report for early years provision

Unique reference number

EY343597

Inspection date

20/06/2011

Inspector

Jennifer Devine

Setting address

18 Reedsfield Road, ASHFORD, Middlesex, TW15 2HE

Telephone number

01784 257747

Email

baldeep@fprints.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Footprints Day Nursery registered in 2007 and operates from a newly converted single storey building, situated in a residential area in Ashford, Middlesex, in the county of Surrey. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 34 children in the early years range on roll and the nursery has children attending who are in receipt of nursery education funding.

The nursery employs seven members of staff. Of these six of the staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled in the nursery and are making steady progress in their early learning. Overall, the staff team have a sound understanding of children's needs and have developed a satisfactory knowledge of the Early Years Foundation Stage enabling them to plan a range of activities to cover all six areas of the Early Years Foundation Stage. Although there are some weaknesses in observations and planning methods the senior managers have identified this as an area to develop and are providing further support to staff. All required documentation is in place, however some procedures are not sufficiently robust. The partnership with parents is effective and ensures sound relationships are developed which impacts positively on the progress children make.

What steps need to be taken to improve provision further?

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

- develop the planning and observation methods to ensure the next steps for learning are clearly identified and inform the planning for individual children's interests and learning needs
- improve the recruitment procedures to ensure references are carried out in order to make decisions about a person's suitability to work with the children

The effectiveness of leadership and management of the early years provision

Satisfactory recruitment procedures are in place to ensure adults complete a Criminal Records Bureau disclosure to ascertain their suitability to work with children. However, although references are requested at the interview stage these

are not always followed up before a new member of staff commences work and therefore the registered provider has limited information on their previous work history. Children's welfare is protected as the staff group are aware of child protection issues and the safeguarding procedures to follow if they were concerned about a child.

Staff are deployed appropriately to ensure children's safety is paramount at all times. Risk assessments are conducted and reviewed on a regular basis and daily safety check lists ensure the children play safely in the setting. The nursery has a good security intercom system in place to prevent unwanted visitors entering the premises. Any visitors are requested to sign in the visitor's book and show their identification. All documentation, such as attendance, medication and accident records is in place, as required.

The senior manager's clear vision for the development of the setting demonstrates a commitment to ongoing improvement. Although recording of the self evaluation process is in early stages they are overall aware of the settings strengths and weaknesses and have begun to address areas for improvement. For example, the deputy manager is taken the lead role in improving the observation and assessment methods and is providing support and guidance to individual staff.

The setting is sufficiently equipped with a range of safe and suitable furniture and equipment. Staff set up the room in the morning and children can make free choice from these available resources. They can also make some choices about their play as they can access further resources from low level units stored in the play rooms. However, resources such as sand are not sufficient in quantity and results in the outdoor sand pit being empty.

Staff have a sound knowledge of each child's background and their individual needs. Parents complete a settling in form on their child and this enables the key carer to build up a picture of each child's routines, likes and dislikes to help them settle in. Staff are knowledgeable about promoting an inclusive environment for all children. Children with additional languages are generally well supported as staff obtain some key words from parents to help children settle. Although there are currently no children with special educational needs and/or disabilities attending the nursery staff are aware of how to support individual needs as required. The nursery celebrates a variety of festivals over the year and has a range of books and resources to help children understand about diversity in their society.

Parents and carers are welcomed into the setting and are encouraged to share information on their child to enable good working relationships to flourish. Staff keep parents verbally informed about their child's day and by the use of daily written notes detailing for example, what the child has eaten, any sleeps and activities. Parent's are welcomed to see their child's learning profiles as they wish and progress meetings are held regularly to discuss the children's progress in more depth. Parental comments indicate they are happy with the service the nursery provides. The nursery has recently sought parent's comments in the form of a questionnaire and plan to respond to the feedback, making changes where feasible. The senior managers are planning to develop parents meetings to look at the Early Years Foundation Stage framework to enable parents to have an

understanding of the curriculum and how they can support their child's learning at home. The nursery has made some links with local schools and welcome teachers to visit to help with the transition process to school.

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

Children are happy and settled at the nursery and are making steady progress in their learning and development. On arrival they are pleased to see each other and greet their friends and the staff at the beginning of the session. They separate well from their parent or carer and are developing a sense of belonging in this friendly setting.

Staff have a sound understanding of the Early Years Foundation Stage and plan activities to ensure they cover the six areas of the curriculum. Staff observe and record the children's development on a fairly regular basis. However, they do not fully use the observations to assess the next steps of learning for each child and to ensure planning is personalised and tailored to meet the individual needs of children. Overall, children are supported and supervised sufficiently by the staff who work closely with groups of children or individually. Staff are generally knowledgeable of how to interact and question children to make them think; and extend their learning further.

The staff set up the room with activities and children are encouraged to develop their independence and move freely from one activity to another. Children play well together and are learning about sharing. They enjoy playing in the sand and play cooperatively together deciding to make large mounds of sand using the equipment. They are aware of sweeping up the sand if it goes on the floor and independently find the dustpan and brush. Overall, children are well behaved; they respond positively to praise and encouragement by staff. Any difficulties are handled sensitively and appropriately by staff.

They enjoy imaginative play using the construction bricks and build some intricate models. Staff sit with them and ask questions to develop their understanding of numbers and encourage them to count how many bricks and look to see if they can identify the different colours. Children have generally good opportunities to practice their pre-writing skills and enjoy making birthday cards and attempt to write their names in the cards. They excitedly join in with creative play and spend long periods of time painting and decorating their party hats.

Children in the under two's rooms are given generally good support in their learning. Staff are caring and attentive to the young babies' needs. Babies are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are aware of providing exciting experiences to develop their senses and early development. They thoroughly enjoy investigating and exploring the play dough and are beginning to show an interest in books as they attempt to turn the pages. Toddlers thoroughly enjoy the freedom of moving around their room and are developing their physical skills as begin to

walk and enjoy plating in the ball pool.

Children have generally good opportunities to experience the outdoors and make good use of the outdoor play area. Staff have recently had training on outdoor play and are currently developing more ideas to ensure all areas of the curriculum are planned for the outdoor environment. Children have great fun running around playing tag games and are developing team skills as they learn about rules of the game. They thoroughly enjoy mark making outdoors and enjoy water painting on the walls and using crayons or paints to make a mural on a large piece of paper attached to the wall. Children also have good opportunities to go on outings outside the nursery and enjoy visiting the local parks or shops. Children have generally good opportunities to develop their skills for the future as they can choose to use the computer. Children are developing their confidence in their computer skills and are learning about controlling the mouse and following simple programmes. Young babies have access to various programmable toys such as musical or press buttons toys and these support their early technological skills.

Children are developing healthy lifestyles as they adopt good hygiene routines such as washing their hands before mealtimes and after using the toilet. They enjoy snacks of fruit and help themselves to drinks of water or milk. Children are provided with a healthy nutritious home cooked lunch and they learn to develop their independence as they serve their own food. Children learn about keeping healthy as they take part in exercise sessions in the garden and learn about the effects of exercise on their bodies after they have been running around.

Children learn about keeping safe as they part in regular fire drills, which helps them understand about safely evacuating the building. They are reminded about the safety rules when indoors such as not running around and learn about road safety and why they must stay together when visiting the park.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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

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