

Little Foot Steps Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Little Foot Steps Day Nursery was registered in 2010, it operates from the first floor of a church hall in Acton in the London Borough of Ealing. The nursery can be reached by a staircase. There is a secure outdoor play area for use by the children.

A maximum of 26 children in the early years age group, may attend at any one time, with a maximum of six children under two years at any one time. There are currently 18 children in the early years age group on roll.

The nursery is open each weekday from 8.00am to 6.00pm all year round. The setting is registered on the Early Years Register. Children attend for a variety of sessions. The setting currently supports a small number of children who speak English as an additional language. The setting welcomes children with special educational needs and/or disabilities.

The setting employs six child care staff; the owner of the setting is also the manager. Three of the staff members hold an appropriate early years qualification. The other staff members are working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children progress suitably in their learning and development when in this newly established nursery. Their individual needs are met because the staff team build sound working relationships with parents and inclusive practice is promoted well. The setting has a satisfactory partnership with parents. Children are beginning to make satisfactory progress in the setting given their age, ability and starting points. The proprietor acts on the advice of outside professionals and has begun to evaluate the provision reasonably, showing satisfactory capacity to maintain continuous improvement. However, she is yet to evaluate, monitor and reflect on her practice and service to identify strengths and weaknesses and areas for further development. All the actions and most of the recommendations from the last inspection have been successfully delivered to ensure positive outcomes for children. Although risk assessment systems are in place, they are not fully secure to protect children.

What steps need to be taken to improve provision further?

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

- develop tracking systems for learning plans to show clearer links to the information gained from observing the children and the identified next steps tracking how this is used to support the planning future activities

- improve children's access to battery operated information technology and programmable toys; extend the range of information and communication technology resources available for toddlers and younger children to explore and experiment
- develop the partnership with parents to involve them in their child's learning and development and how to support children's learning at home
- develop a process for ongoing self-evaluation that is reflective and covers all aspects of the childcare in order to identify the strengths and priorities for development that will improve the quality of provision for all children.
- improve the risk assessment to include anything that children may come into contact with

The effectiveness of leadership and management of the early years provision

The staff team have good knowledge of how to proceed if they have concerns about a child in their care. Suitable staff recruitment procedures include relevant checks, such as criminal record checks and references. New staff members undergo adequate induction procedures and are expected to read policies and procedures. Although a record is kept of the risk assessments indoors and outdoors, they are not in sufficient detail to include everything that children may come into contact with. Children are learning how to keep themselves safe, behaving in ways that are safe for themselves and others. They understand they are expected to sit at a designated table when eating their snack, learn how to walk up and downstairs safely by holding on to hand rails and not running indoors. Risk assessments are in place for all outings undertaken with children, to ensure children are not exposed to hazards.

Self-evaluation is in its early stages. The system is yet to evaluate, monitor and reflect on practice in order to identify areas for further ongoing development. Although parents are not currently involved in the process of self-evaluation, the nursery works closely in partnership with them. There is a satisfactory drive for improvement as they have met all the actions and recommendations of the last inspection. They use outside professionals help to identify further areas for improvement, thereby showing an adequate capacity to maintain continuous improvement.

Resources are appropriate and deployed effectively around the nursery. The main play room is divided into the different areas of learning with storage systems in place to enable children to see clearly what resources are available, so they can make independent choices and have autonomy over their learning. Children are cared for in a warm, well lit setting where they have easy access to a good selection of books, toys and resources. Tables and chairs are the correct height for the children to sit in comfort. In the baby room, baskets are attractively arranged, to invite very young children to explore and investigate.

Cultural diversity and inclusion is valued and respected well overall. A good range of interesting planned activities help children develop an awareness of festivals and celebrations enjoyed in different cultures. The programme comprehensively

reflects the background of all the children attending. The nursery promotes inclusion through their partnership with parents and children. The environment has a wealth of text in a number of community languages. This helps children become aware of the printed/written word in English as well as their home language; for instance, in books, labels and posters.

Parents are warmly welcomed into the nursery. The staff team has established a trusting relationship with parents. Parents say they are pleased with the settling-in procedure and are happy with the standards of care provided for their children. Records give evidence that the manager asks parents for information about children's routines to find out children's starting points to help staff build on what children already know. Staff members provide parents with verbal information about children's ongoing development. However, the setting is yet to establish systems involve to parents in their child's learning and development and how to support children's learning at home. A range of useful information is posted in the entrance area for parents.

The nursery is aware of their responsibility to work with other professionals involved in children's care and they seek such information, when parents place their children. The setting has not had reason to establish partnerships with other professionals in recent months. However, the manager is well aware of the steps to be taken if a child has special educational needs and/or disabilities and she is ready to seek guidance from outside agencies if there is a need.

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

Children progress suitably in their learning and development, enjoying a positive experience of the Early Years Foundation Stage. Overall, staff members promote children's welfare appropriately, providing an inclusive setting that meets children's individual needs. Children are praised for their efforts and achievements which supports their self-esteem.

Systems are emerging for observation and assessment but are not fully embedded; for example, staff members clearly identify next steps for all children and plan suitable activities but the information gained is not always fully tracked and used in the planning future learning. Records show that, although staff members plan activities, and make snap shot observations and assessments, they are yet to develop secure systems to analyze their findings and identify children's next steps for learning and development. Additionally, they are yet to develop secure tracking systems to ensure these are effectively linked to plans for individual children's future learning and are included in children's portfolios shared with parents.

Children's language and communication skills are well supported. They enjoy sitting in the book corner listening to their favourite stories. Member of staff skilfully builds on the opportunity for open ended questions thus helping children to think for themselves. They enjoy taking part in action rhymes during circle time. There is planning to provide a range of activities that include some adult-led as

well as free choice. They can freely access the painting easel and share paints with each other. Staff members promote children's free choice and personal independence skills well. Children enjoy activities that involve problem solving. These include shape sorting, matching, threading, counting and explore simple puzzles. Children are happy and settle well. They are encouraged to cooperate and share with each other.

The development of children's skills for the future is appropriate in that they count aloud and learn about numbers in their play. Children play with non working phones and child sized tools and calculators in role play. However, provision for young children to experiment with battery operated programmable and mechanical toys for older children to use resources that really work and to engage in exploration and experimentation is not prominent enough within the educational programme. Taken overall, the children are developing good skills for future learning and activities contribute effectively to children's future economic wellbeing.

Children learn about adequate personal hygiene and healthy ways of eating. Staff members follow well established routines and procedures to maintain satisfactory standards of hygiene in the setting for the children. Older children know why they have to wash their hands before meals. Their independence is fostered well as they peel the fruits and pour their own drinks. Members of staff explain to younger children that clean hands are needed to eat snacks and meals. Children enjoy freshly prepared nutritionally balanced meals. However a developmentally appropriate weaning menu for babies is under development. A number of trained members of staff with first aid are present at all times and all of the required information and written permissions are obtained from parents to enable staff to promote children's continuing good health and well-being.

Physical development is good and children undertake a range of lively game sessions in the safe and enclosed outdoor play area. Children develop friendships and sound relationships with staff. They work well independently. There are clear, suitable expectations for behaviour and children behave well.

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	2
The effectiveness of safeguarding	2
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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