

Footprints Child Care LTD

Inspection report for early years provision

Unique reference number EY435809
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Inspector Sandra Harwood

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Type of setting Childcare - Non-Domestic

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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 Child Care Ltd is privately owned. It was registered in 2011 and operates from the ground floor of a detached property in Bamber Bridge Preston. Children are cared for in four rooms. They have access to an enclosed outdoor play area.

The nursery opens Monday to Friday from 7.30am until 6pm, 51 weeks a year. A maximum of 30 children may attend at any one time. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 45 children attending, who are within the Early Years Foundation Stage. They attend a variety of sessions. The nursery is in receipt of funding for the provision of early education to children aged three- and four-years-old. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 12 members of childcare staff and one cook. Of these, one holds Qualified Teacher Status, two hold level 4 qualifications, eight hold appropriate early years level 3 qualifications and one member of staff is currently undertaking her level 2 qualification in childcare. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a comfortable, spacious learning environment in which children's learning and welfare needs are met consistently and where they can make choices and decisions for themselves. This means that children progress well, given their age, ability and starting points. Partnerships with parents are highly effective. However, partnerships with other providers continue to be developed. An extensive self-evaluation identifies priorities for improvements and the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- develop links with other providers to ensure continuity of care for all children
- build on the systems used for planning and assessment and use observations to identify learning priorities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by effective recruitment and vetting procedures, including the induction of new staff. Arrangements for safeguarding children are precise, regularly reviewed and understood by all those who work with the children. Daily and annual risk assessments are completed to ensure children are continually cared for in a safe environment. Children take part in regular fire evacuation drills. This develops their understanding of how to keep safe.

The nursery is successfully led by a passionate manager and owner, who successfully supports and motivates the team to drive continuous improvement. As a result, the whole team works well together and successfully identifies the needs of the children within the setting. There is a good commitment to staff training and development through accessing training and sharing ideas and good practice from other settings. Staff members are encouraged and supported to take responsibility for roles within the nursery. The nursery has successfully achieved an environmental health award, gaining a five star rating.

Parents and carers are very well informed about all aspects of their children's achievements and development through verbal daily communication, daily information sheets and continuous access to their children's 'learning journeys', which they discuss with their child's key worker. In addition, further support is offered through photographs on displays, questionnaires and regular parents' meetings. Clear and concise systems are in place to ensure children settle well and that their likes, dislikes and daily routines are known and catered for. The admission process is completed at children's pace and they are allocated a key worker to whom they form a close supportive relationship. These systems and very strong links with parents give the children reassurance, so that they become familiar with the nursery and feel confident and safe within it. Staff are fully aware of the importance of developing links with other providers and agencies to ensure the continuous support for children. Links with schools, which the pre-school children will attend, are developing through letters, visits and conversations with the staff from these settings.

An extremely well-organised and inviting environment and excellent range of resources, which are stored at children's level and support continuous provision, enable children to self-select and follow their own interests and ideas. Positive images in photographs displayed around the children's rooms are used to good effect to develop their understanding of the wider community as staff talk with the children about their friends and families. The furniture, equipment and resources are of high quality and suitable for the ages of children. These are highly successful in supporting children's learning and development. The staff are vigilant and very well deployed to support the children and each other. For example, when attending to younger children's personal hygiene needs.

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

Children participate in a range of activities, which takes account of their interests and achievements. There is a good mixture of child-initiated and adult-led activities throughout the day. Staff encourage the children to think and talk about their learning and to develop self-control and independence. Children's safety is valued and they can risk take in a safe and secure environment. For example, when falling onto cushions too close to the wall, the staff member talks with the children about the dangers and what would be the difference if they fell on hard and soft surfaces. This increases children's awareness of keeping safe.

Children's health and well-being is fully recognised by the clear hygiene routines they follow with familiarity. All meals are healthy and nutritious and freshly cooked each day. Staff skilfully provides very young children with enthusiastic support and encouragement to develop mobility and large muscle skills, such as, crawling, standing and walking. All children have extensive access to physical and energetic activities and fresh air each day. Children grow and use their own vegetables, which increases their knowledge and understanding of food and its source. They learn new skills, develop self-confidence and learn responsibility. Children develop an excellent understanding of what is required to make the plants grow. Staff talk about children and adults requiring the same care, for example, the need for water.

The staff have high expectations of good behaviour and are consistent and fair when encouraging children to share and take turns. Staff provide positive role models to the children. They give them good eye contact, play at their level and one to one support when needed. For example, encouraging the babies when they become active crawlers or singing a song to tell everyone including staff to work together as 'it's tidy up time'. Observations of the children at play are well organised and recorded in the children's 'learning journey' files. These attractive records are clearly referenced to the areas of learning within the Early Years Foundation Stage. These are developing to enable next steps in all areas of learning to be identified. They pay attention to each child's achievements and overall development. This ensures that there is an individual approach to each child as daily and weekly planning shows that individual interests are fully supported in activities. The staff extend children's learning and interest in soapy water and cars through creating a car wash and they introduce sponges and buckets for the children. The staff has a positive knowledge of each child in their care, which is fully supported by the effective key worker system.

There is an interesting range of resources to help children to recognise and understand their feelings. For example, through discussions, reading books and the younger children make faces showing happy and sad as they look in the mirror at their reflections. Children explore similarities and differences through a range of resources, activities and discussions, such as, why people wear glasses and why some use comforters.

All children, including the babies, enjoy using a range of mark-making materials,

such as, crayons, soap flakes or paint brushes. The older children understand that marks have meanings as they confidently write letters to their parents and practise writing their names. Children have a range of opportunities to explore information and communication technology equipment, such as cameras and calculators and use them in all areas of play. Babies are eager and excited and actively involve themselves in exploring sensory resources. The toddlers enjoy the balloons filled with water as they see if they float, feel the smoothness and listen and repeat the noise they make. Older children enthusiastically take part in imaginative role play, such as, playing families and take on the different roles, including being a cat. The children demonstrate excellent co-operation skills as they work together to mix the cakes. They show great concentration as they work independently making marks in the shaving foam. All children have a very strong sense of security within the setting. They are confident and settle very well and develop excellent relationships with both staff and peers.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	1
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