

Little Feet

Training Centre, Callywhite Lane, Dronfield, Sheffield, S18 2XS

Inspection date

Previous inspection date

18/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, settled and enjoy their time in the nursery as practitioners have developed positive relationships with all children.
- Practitioners are enthusiastic and work well as a team. They have fostered good relationships with outside agencies and therefore children's unique needs are suitably met.
- Children have good opportunities to develop their physical skills as they have regular opportunities to be outdoors and enjoy the freedom to explore and be physically active.
- Children enjoy a healthy and nutritious diet, which promotes their good health.

It is not yet good because

- Planning is not fully effective and therefore, children do not always have challenging experiences that extend their skills across all areas of learning.
- Parents are not encouraged to contribute to their child's learning and development record and share achievements from home. Therefore, children's learning is not fully promoted.
- Self-evaluation is developing but is not yet robust. As a result, the targets for improvement are not consistently improving outcomes for children.
- Children's literacy skills are not fully supported because the environment is lacking in print; children have limited opportunities to develop an awareness of letters and words.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager and other practitioners at appropriate times throughout the inspection

Inspector

Liz Nicholson

Full Report

Information about the setting

Little Feet was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Dronfield near Sheffield and operates from a converted single-storey building. The nursery serves the local area and is accessible to all children. There is a fully enclosed and secure area available for outdoor

play.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one member of staff holds a degree in Playwork. The nursery opens Monday to Friday all-year-round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm and can be extended, if requested in advance, to 7am until 7pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. There are currently 22 children aged between three months and under five years on roll. The nursery supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home
- improve the planning of challenging learning experiences across the seven areas of learning and development by effectively planning challenging activities across each of the areas of learning, taking into account the next steps of each child.

To further improve the quality of the early years provision the provider should:

- increase the amount of print in the environment, such as labels, child-height displays, signs and posters, to further encourage children to learn about words
- develop self-evaluation to clearly target areas for improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a satisfactory knowledge of the Early Years Foundation Stage. They are beginning to use the guidance document, *Development Matters in the Early Years Foundation Stage*, to support them to provide a range of adequate resources and activities within the nursery. However, planning is not always effective. Children's next steps are not consistently used in planning challenging experiences across all areas of learning. Practitioners know the children well as they make regular observations of what they can do and enjoy and are beginning to implement individual records of achievements. These are shared verbally with parents and plans are in place to introduce parents' evenings in

order to keep parents fully informed of their child's progress within the nursery. However, practitioners have yet to engage parents in actively contributing to their children's learning and development record and sharing their achievements from home. Therefore, impacting on the children's overall progress and learning.

Children are developing satisfactory listening skills as they respond to instructions such as 'please go and wash your hands ready for lunch'. They sit in a group during creative activities and engage in a variety of conversations with their peers. Practitioners play alongside babies to develop their imaginative skills. For example, they pretend to talk to the babies' mummy on the telephone. Practitioners also use Makaton sign language during the day to support children with communication difficulties, helping them to follow instructions and take part in activities. Children are developing reading skills as they enjoy looking at books, talking about the pictures and practise their writing skills with a variety of tools on offer. However, the environment does not fully support children's literacy skills and recognition of letters, as displays are not at children's height and the environment is lacking in print. Practitioners encourage children to use mathematical language as they play. For example, they count the mince pies during singing sessions and develop an understanding of shapes as they discuss the wheels on the cars as they ride up the ramp.

Children learn about the effects of physical exercise on their bodies as they run around outside and get 'rosy cheeks'. They enjoy riding on bikes and trikes and running and jumping in one of the empty playrooms. Children have the opportunity to role play both indoors and out and especially enjoy the mud kitchen in the outdoor play area. Practitioners support children to experiment with textures and discuss weight, colour and consistency. Children are supported to understand the world around them as they take regular visits within the local community. During visits to the woods they make dens and enjoy picnics in all weather and learn about 'stranger danger' and road safety as they carefully walk back to the nursery.

The contribution of the early years provision to the well-being of children

Children happily engage in purposeful play and enjoy their time at the nursery as practitioners are enthusiastic and motivated in their work. The setting operates a key person system that ensures children develop positive attachments with practitioners and children who are settling into the nursery are given appropriate and sensitive support. Therefore, children are happy and settled and confidently access all the activities on offer. Children are prepared for their transition to school through the setting establishing links within the community and practitioners teaching self-help skills and independence within the daily routine. Behaviour in the setting is generally good as practitioners are good role models and gently remind children to share and take turns. Children learn to keep themselves safe as they are reminded not to run in the setting.

Children are provided with adequate opportunities to understand the importance of healthy lifestyles. For example, they are provided with healthy snacks and meals and have access to drinking water throughout the day. Practitioners discuss the importance of eating healthily during mealtimes and the benefits of certain foods. Meals are provided by the adjoining cafe, where a comprehensive and healthy menu is available for the children.

All children benefit from the range of outdoor activities, both within the setting's outdoor area and weekly visits to the woods for the forest day. The importance of fresh air and exercise is embraced by all practitioners and children benefit as a consequence.

The effectiveness of the leadership and management of the early years provision

Leadership and management of the setting has recently been strengthened by a new management team who are taking an active role to ensure that all legal requirements of the Early Years Foundations Stage are met. They are aware of their roles and responsibilities and are focusing on monitoring the educational programmes to ensure a range of experiences are offered to help all children progress to the early learning goals. This has already had a positive impact on children's learning as practitioners are beginning to identify successfully how children learn through purposeful learning experiences.

Children are adequately safeguarded in the setting because all practitioners have satisfactory knowledge of safeguarding procedures and who to contact should they have a concern. Staff supervision is being implemented by the new management team and therefore future training needs identified to improve outcomes for children. The environment is safe and secure because systems are in place to monitor frequent visitors and daily safety checks are carried out in all areas. Weekly visits to the woods for the forest days are also monitored carefully. Links with the local ranger ensure all risks are carefully considered and children are safe.

The setting forms adequate partnerships with parents to ensure they meet the children's needs. For example, they invite parents to settling-in sessions and give verbal feedback at the end of each session regarding their child's day. Parents report they are very happy with the nursery and their children enjoy their time there, often wanting to attend at weekends. Partnership with other providers is evolving as the setting establishes itself within the community. The needs of children with special educational needs are well met because practitioners have built relationships with their parents and link closely with other professionals and outside agencies when necessary.

The newly appointed manager is aware of the need to evaluate the setting's provision and this process is in its infancy. Consequently, at present, targeted areas for improvement are not yet being clearly identified and shared with practitioners, children and families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY440933
Local authority	Derbyshire
Inspection number	803556

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	22
Name of provider	Littlefeet Childcare Limited
Date of previous inspection	Not applicable
Telephone number	07736390911

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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