

Little Footprints Day Nursery

Thundersley Junior & Infant School, 2 Dark Lane, BENFLEET, Essex, SS7 3PT

Inspection date

Previous inspection date

11/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely confident and self-assured as they have excellent relationships with the staff.
- Staff use their robust knowledge of the Early Years Foundation Stage to provide children with exciting and innovative activities and experiences, which enhance all aspects of their learning and development.
- Children's safety is given the utmost priority as staff take all the necessary steps to keep children healthy and safe.
- The management team organises extremely efficient routines and well thought-out procedures, which means the nursery runs exceptionally smoothly. The staff are very hard working and enthusiastic about their roles.
- The staff have developed outstanding partnerships with parents, which ensure continuity of care for children in all their routines.
- Children are extremely well supported in their move into school, as the nursery has formed highly impressive links with the primary school.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed activities in all the playrooms and lunchtime routines.
- The inspector held meetings with the two directors and spoke to staff, children and parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector conducted a joint observation with one of the directors of the nursery.
- The inspector checked evidence of the suitability and qualifications of staff working with children and read the provider's self-evaluation plan.

Inspector

Sue Mann

Full Report

Information about the setting

Little Footprints Day Nursery was registered in 2006 and re-registered in 2012 as a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises in the grounds of Thundersley Primary School in the Benfleet area of Essex. There is a fully enclosed outdoor area for play. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday, from 7am until 7pm, all year round. Children attend for a variety of sessions. There are currently 92 children attending who are in the early years age group. The nursery provides funded early education for children aged three and four years. The nursery supports a number of children who learn English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance further children's learning journals, for example, by encouraging parents to add their own thoughts and comments beside observations and photographs.

Inspection judgements

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

All children make consistently excellent progress in their learning and development as staff demonstrate a first class knowledge of the Early Years Foundation Stage. Staff superbly encourage children to follow their emerging interests during activities. For example, children enjoy printing with pasta and vegetables. They discuss with staff how they could use the pasta to make some pasta necklaces. Staff support this by getting more pasta and some paintbrushes to enable the children to follow their interests. Regular, meticulous observations about what children can do, enables staff to maintain excellent records of the progress children are making. Staff use this information, as well as children's interests, to guide individualised planning. Staff make effective use of tracking observations, which monitor children's movements around the room. This enables them to identify activities or areas that are not fully used, and therefore, make changes to the rooms to encourage the children to make use of all the space and activities available. Therefore all activities and experiences are relevant to children's interests and support their next steps in their learning and development. This enhances all aspects of children's learning, which means that they make excellent progress in relation to their starting points. This exceptionally

thorough observation and tracking system enables staff to identify children who need additional support early on and means that staff can plan activities which support all children's needs. Therefore, activities provide enriching challenges for children and they learn through high-quality play. As a result, children are exceptionally well prepared for school or the next stage in their learning.

High-quality teaching motivates children to actively contribute to their learning and development through exciting and inspiring activities and experiences. For example, the children have recently enjoyed a visit to a local themed wood. The owners have built into the surroundings a range of wooden characters from a well-known children's book. The children spent the day following a map around the woods trying to spot each of the story characters. This helps to develop interest in stories and books, as well as providing opportunities for children to use a map to negotiate the woods to find all the characters. Staff have made full use of this experience to plan further activities to support children's learning and development, as they provide a range of mark-making materials for children to make their own maps.

Children have clearly developed a love of books, and listening to stories as they join in enthusiastically with the refrains from their favourite stories read by staff. Staff use different tones of voice to enhance the story, which encourages children to sit and listen. Older children have opportunities to take books home and share them with their parents. This supports children's early literacy skills and helps them to develop skills for the next stage in their learning. Staff demonstrate an exceptional awareness of supporting children's language and development. They use a range of techniques to help children to learn new words rapidly. Staff repeat words back to children correctly, which enables them to hear the correct pronunciation. Staff use every opportunity available to them to enhance children's language. For example, as children complete puzzles, staff name all the animals in the pictures and use a range of mathematical language, such as 'bigger' or 'smaller'. Parents have opportunities to see their children's learning journals when they would like to, and through arranged parents' evenings. However, there is scope to enhance parents' involvement in the learning journals in order to enhance even further, the already excellent shared approach to children's learning, by encouraging parents to add their comments.

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

Parents and children arrive to a very warm greeting from staff as they enter the welcoming atmosphere of the nursery. Therefore, all children are extremely relaxed and ready to start learning through play. Staff spend time at the beginning of each new care arrangement getting to know individual families and the needs of the children. This means that children settle into the nursery smoothly, as they develop strong bonds with their key person. Key persons carry out their roles exceptionally well and monitor children's health and development by maintaining exceedingly clear and detailed records and documentation. Key persons support children very well as they move from one age group into the next. Documentation completed by key persons, enables the new key person to understand all about the child, which supports their move and ensures continuity of care routines. Key persons spend time with the children as they begin settling-in sessions,

which enables children to explore their new surroundings from the security of their familiar adult.

Children are extremely happy and confident across all age groups. They clearly feel safe and emotionally secure, as children of all ages separate from their parents happily. Babies smile at their key person and pass from their parents' arms to their key person easily. Older children say 'goodbye' to their parents and go off to find their friends. Friends greet each other excitedly and immediately start chatting together. Children play together very well, as staff support their understanding of turn taking and sharing resources effectively. Staff consistently model exceptionally good social manners, ensuring that they use 'please' and 'thank you' when interacting with the children and each other. This means that children's understanding of politeness is exemplary.

Children learn how to protect themselves in the event of an emergency, as regular fire drills are practised. Meticulous hygiene routines and plenty of fresh air support children's good health and well-being. Children access the exciting outdoor space, which enables them to develop their physical skills. Children are able to use some of the school facilities when the weather is poor, which means that they are able to enjoy exercise and learn how to use some of the large play equipment in the school hall. This enables children to become accustomed to the school environment and supports their transition into school. Children enjoy a range of healthy and nutritious snacks and meals. Staff record any allergies or cultural dietary preferences in child record forms, so staff are aware of children's individual dietary needs and ensures that children do not have any foods known to cause allergic reactions or that are against religious beliefs.

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

The management has a robust understanding of its responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Policies are up to date, reflecting changes in legislation, as the management and staff review, and update them as necessary. The change in the company status to a limited company has resulted in the re-registration of the nursery. Staff have upheld the already exceptional standards of the nursery, which ensure that children have extremely positive experiences in the nursery and enjoy their learning through high-quality play. Staff display an excellent understanding of their responsibilities in keeping children safe, as they have all attended regular safeguarding training. Continuous safeguarding refresher courses, which are online, mean that staff keep up to date with all the latest information. There is a very low turnover of staff, as staff clearly thrive in this supportive and exciting environment. Arrangements for recruiting new staff in the nursery are meticulous. All staff complete thorough background checks and inductions, which ensure that they are suitable to be working with children. Comprehensive risk assessment and thorough daily checks of the indoor and outdoor environments, ensure that the nursery is safe for the children who attend.

The management demonstrates an exceptional understanding of the learning and

development requirements. They closely monitor each child's progress in their learning journals and through the various rigorous assessment procedures, to ensure that staff are able to support each child appropriately. Comprehensive child record forms and 'all about me' questionnaires enable key persons to get to know their key children exceedingly well. This enables staff to meet each child's learning and development needs and identify any gaps in their learning. The nursery has formed superb partnerships with parents. Parents comment on the high-quality care their children receive in the nursery and the outstanding relationships children have with their key persons.

Self-evaluation is effective in formulating clear action plans to extend the already exceptional practice. The management are constantly looking for ways to enhance the opportunities and experiences for children as well as ways to improve the setting. Parental questionnaires and verbal feedback enable staff to seek the views of the parents and the children. Staff have opportunities to express their views through staff meetings and staff appraisals. This enables staff to request additional training needs that they may have, which helps the nursery to maintain its outstanding practice.

The staff have made impressive relationships with a broad range of specialists and professionals. This allows them to seek support when they identify a child with special educational needs and/or disabilities, which enables all children to make consistently excellent levels of progress in relation to their starting points. The nursery is on the same site as the primary school, which has enabled the nursery to form outstanding links with them. Children regularly visit the school, to attend special assemblies and celebrations. This enables the children to become familiar with the school and meet their new teachers, which means that children are able to move into school smoothly.

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 action. 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	EY447924
Local authority	Essex
Inspection number	884645
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	92
Name of provider	Little Footprints Limited
Date of previous inspection	not applicable
Telephone number	01268795577

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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, which are usually the childminder's 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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