

# Little Footsteps of Dereham

15a Norwich Road, DEREHAM, Norfolk, NR20 3AE

<b>Inspection date</b>	04/07/2013
Previous inspection date	21/08/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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

- Partnerships with parents are fostered well, ensuring continuity between nursery and home in relation to children's learning and care routines.
- Staff have a secure knowledge of the Early Years Foundation Stage and use observations and assessment to plan for children's next steps in their learning. This means that children make secure progress in relation to their starting points.
- Children have access to fresh air daily, which supports their good health and develops their physical skills.

### It is not yet good because

- Some staff do not always manage risks appropriately, such as transporting babies downstairs. Therefore, babies' and staff's safety is not always assured.
- There is scope to improve monitoring and supervisions for staff who are under-performing. This would support all staff to understand and carry out their roles and responsibilities well.
- Meal times in the toddler room are not calm, which means that children are not able to enjoy their food or the social side of eating with their friends.

## 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 the playrooms and the outdoor learning environment.
- The inspector held discussions with the manager, deputy, staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector conducted a joint observation with the manager.

## Inspector

Sue Mann

## Full Report

### Information about the setting

Little Footsteps of Dereham registered in 2011. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted house in Dereham, Norfolk. There is a fully enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications to at least level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm.

There are currently 85 children attending who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- ensure that all people looking after children are suitable to fulfil the requirements of their roles through effective support, coaching and supervision
- ensure that all staff understand the policy and procedures for assessing and managing risks to children. This is in particular regard to procedures for carrying babies down the stairs.

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

- help children to enjoy their food and the social aspect of meal times through ensuring meal times are calm and organised. This is with particular regard to the toddler room.

## Inspection judgements

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

Staff demonstrate a secure knowledge of the Early Years Foundation Stage, as they provide a wide range of activities and experiences for children. These cover all seven

areas of learning and provide children with suitable challenges. Staff regularly observe children at play, which enables them to plan effectively to support children's next steps in their learning. Therefore, all children engage in their learning and enjoy experiences, which respond to their individual interests. Parents' comments aid the planning of activities, which means that children have plenty of choice and can offer their ideas daily. For example, children playing outside ask if they can have running races. Staff support children to decide on a route and then join in running with the children.

Teaching is effective in supporting all children's learning, as staff use children's interests to build on their current stages of learning and development. For example, staff working with the youngest children, use books featuring animals to help them recognise the sound each animal makes. Children enjoy repeating back the sounds as the staff name each one. Staff provide a range of opportunities for children to develop their early writing skills. The older children enjoy 'school' themed role play, which includes exercise books, pens and pencils. Children enjoy trying on the various different uniforms, trying to do up zips and buttons. Staff support children's growing independence by starting zips and then encouraging children to pull the zip up further. This helps children to develop the skills they will need when moving onto school.

Children have plenty of opportunities to develop their language skills, as staff constantly talk to the children about what they are doing. Staff support older children to think through their ideas and any problems they encounter through discussions and good questioning techniques. For example, how to design the running game route around children who are already playing. This enables children to begin to make decisions for themselves and develop the skills they need to support the next stage of learning.

Parents contribute to the well thought out learning journals, by adding comments on 'stars' about what their children can do at home. Staff put these 'stars' into the children's learning journals along with many photographs and observations. This enables staff to understand what children can do at home and plan accordingly. Therefore, they develop positive and supportive partnerships between parents and staff, to enable the continuity of children's learning and development between home and the nursery. Consequently, all children make secure progress in relation to their starting points.

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

Children play well together as staff manage children's behaviour through positive praise and celebrating their achievements. Older children enjoy adding stickers to their individual 'wow' trees, when they have done something kind, helped staff or reached a personal achievement, which encourages children's good behaviour further.

Children show that they have secure bonds with their key persons. Babies enjoy warm, consistent care from their special person, which helps support their personal, social and emotional development. Key persons spend time with children as they settle into the nursery; this helps children to separate confidently from their parents. Time spent at the beginning of each new care arrangement allows staff to find out what individual children like to play with. Therefore, staff can provide activities which children will enjoy playing

with to support them to settle easily into their new surroundings. Children move into older age groups smoothly, as key persons support their key children well. This means that children settle easily into their new rooms and into the care of a new key person. Consequently, children moving between age groups is well managed and supports their social skills as they develop confidence to mix with new children.

Children's good health is well promoted through effective hygiene routines and plenty of fresh air. Children in the downstairs rooms enjoy free access to the outdoors, which enables them to choose to play indoors or outside. Children have access to a wide range of play equipment outside, which helps them to develop their physical skills. They enjoy climbing up and then sliding down on the climbing frame. Children spend time playing in the large sand pit and water tray. The younger children enjoy splashing around in the water tray, which lands on staff and their friends, which causes everyone to laugh. Staff join in with the game, until everyone is wet. The staff take the children to get dry and changed ready for their lunch. The children have clearly enjoyed playing in the now empty water tray and learning the consequences of their actions.

Children have healthy, balanced and nutritious snacks and meals, which the qualified cook, prepares from fresh daily. However, meal times in the toddler room are not calm, as staff do not sit with children while they eat. Children get up from the table while still eating or bang their cups on the table. Consequently, children are not supported to be able to enjoy their food, or learn good table manners. Staff ensure that they are aware of each child's individual dietary requirements through regular contact with the parents and the child record forms. This means that staff have the most up-to-date information and children are not given any foods identified to cause allergies or are against religious preferences.

The staff have links with the local schools, which enables the teachers to come and visit the children. Consequently, the children meet their teachers in familiar surroundings, which supports their move into school.

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

The managers have a satisfactory understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They ensure that staff have regular safeguarding training, which means that staff know what to do should they have a concern about a child. The managers monitor staff's under-performance through regular supervisions and room monitoring systems. Therefore, any member of staff identified as under-performing is supported, which enables them to improve their practices. However, supervisory measures are reliant on other staff being vigilant. During the inspection, at a busy lunchtime period, a member of staff was seen to handle a child inappropriately. On discussion with the managers, immediate disciplinary action was taken against the member of staff, which demonstrates the managers' commitment to ensuring children's safety and well-being.

The managers have robust recruitment procedures in place, ensuring that all staff

complete all necessary checks to be suitable to work with children. This includes taking up references, checking staff qualifications and identification. All staff complete Disclosure and Barring suitability checks prior to working in the rooms. Ongoing training, supervisions and staff meetings enable staff to request additional training and support, which improves their professional development.

Risk assessment is reviewed regularly, which ensures that it covers all areas of the nursery and takes into account when any changes arise, such as a staff member falling pregnant. However, some aspects of the risk assessment, such as arrangements for bringing the babies downstairs to the garden are not always followed, as sometimes, staff carry two babies down the stairs. Consequently, this does not ensure the safety of the babies or the staff. Comprehensive emergency evacuation procedures are in place, in the event of a fire. Children practise these regularly, so they know what do in the event of an emergency.

All required child records, forms and documentation is in place to support children's well-being and maintain confidentiality. The managers and staff understand their responsibility in meeting the learning and development requirements, which they do well. Regular checks are carried out on children's learning journals to ensure that staff are correctly monitoring the progress their key children are making. Therefore, children receive appropriate support, which enables all children to make steady progress in relation to the early learning goals and the next steps in their learning.

The managers, staff and parents have opportunities to express their views about the nursery. Parents put forward their views through regular questionnaires and verbal feedback. Staff have opportunities to have their say at staff meetings. This enables areas for future development to be identified, which promotes the continuous improvement of the nursery. For example, the managers want to move the baby room down to ground floor level and are currently looking at ways to manage this.

Partnerships with parents are positive and support children's learning and development well. Parents are encouraged to spend time in the nursery, and share any skills they have with the children. For example, parents who are police officers or dentists visit and show the children aspects of their jobs. Parents receive a good range of information about the nursery and their children's learning and development progress. Regular parent evenings enable parents to discuss their children's learning and development with their child's key person. This enables continuity of children's learning and development, as parents are able to support their children's learning at home. Wider partnerships work effectively to support children's care, learning and development. Consequently, staff are able to seek advice or guidance should they have any children with special educational needs and/or disabilities. Therefore, this supports all children to make consistent progress, in relation to their starting points.

### **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

<b>Unique reference number</b>	EY440629
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	920489
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Little Footsteps of Dereham Ltd
<b>Date of previous inspection</b>	21/08/2012
<b>Telephone number</b>	01362 693937 or 07591 531240

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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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