

Little Foot Steps Day Nursery

Acton Hill Church Centre, Woodlands Avenue, LONDON, W3 9BU

Inspection date	11/03/2014
Previous inspection date	12/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are making good progress within the nursery and are achieving the expected milestones for their age. They are well supported by committed and confident staff who know and understand their needs well.
- The interactive learning environments provide plenty of opportunities and experiences for children to enjoy across the seven areas of learning and children really enjoy their time at nursery.
- There is good support in place for children who speak English as an additional language and children who have special educational needs. Staff work hard to ensure that their needs are met and that they make good progress in line with their peers.
- Staff are well deployed throughout the setting and the key person systems works particularly well in building secure attachments and strong, trusting partnerships between children, parents and staff.
- Leadership and management is strong. The management team have a clear vision for the nursery and they have developed effective systems to evaluate and monitor the quality of the provision, including the educational provision and staff practice.

It is not yet outstanding because

- On occasion staff miss opportunities to extend children's thinking and vocabulary skills by asking open questions to challenge their thoughts and encourage them to share ideas.

- The organisation of lunch times does not enable babies in high chairs to sit alongside the other children to develop their social skills or support older children in fully developing their independence skills by making choices, serving themselves, or learn how to handle utensils properly.

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.

Inspection activities

- The inspector observed activities in the main playrooms and outdoor play area.
- The inspector held discussions with staff and parents, and engaged with the children.
- The inspector looked at a sample of documents and records relating to children and staff.
- The inspector engaged in a joint observation at lunchtime with the provider.
- The inspector held discussions with the manager and provider.

Inspector

Samantha Smith

Full report

Information about 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 is accessed from the ground floor by a staircase. There is an enclosed outdoor play area. The nursery is registered on the Early Years Register. There are 26 children on roll. The nursery is open each weekday from 7.30am to 6pm all year round. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language. The nursery employs six staff to work with the children. All hold a relevant childcare qualification.

What the setting needs to do to improve further

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

- develop staff questioning techniques, so that these extend children's thinking and vocabulary skills by encouraging them to share their thoughts and ideas
- review the organisation of mealtimes to enable babies to develop their social skills older children to further develop their independence by making choices, serving themselves and handling utensils.

Inspection judgements

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

Children are making good progress in their learning and development and are achieving the expected milestones for their ages. Staff have a secure knowledge and understanding of how children learn and are effective in their roles in supporting children's learning. They carry out perceptive observations of children, which they use to carefully assess their progress. Where gaps in learning have been identified, they plan effectively to target and close those gaps.

Staff have created a fun, interactive and stimulating learning environment both inside and outside for children. It provides a wealth of resources across all areas of learning conducive to the varying needs of all the children. Resources are stored well at child-height, enabling all children free and independent access to the resources of their choice. Consequently, children spend their time, engaged in purposeful play as they rise to the challenge and learn new skills. Children have access to a range of media, such as mobile phones, torches and walkie-talkies to support their understanding of technology and how things works.

Cosy book areas in both rooms provide opportunities for babies and children to develop a love of reading. Staff make themselves available to read with them on a one-to-one basis as well as at circle time. They ask children questions about the pictures and encourage them to predict what will happen next. Children's understanding of mathematics is encouraged through both routines and activities. They sing number songs and count pieces of fruit as they serve themselves at snack time. They explore shapes and colour as they talk about toys and measure as they transfer materials into different containers as they play in the sand water play. Children love playing in the mud kitchen in the garden area, with mixing bowls and spoons, which enables them to explore natural materials and learn about capacity.

On the whole staff support children's communication and language skills well. They engage them in meaningful conversations to assess what children know and level of understanding. However, some do not use open questions well to extend children's learning or challenge their thinking skills further. Children who speak English as an additional language are well supported. Some staff speak the same home languages as children and others gather basic words in other home languages. Staff use these to support better engagements with children by providing opportunities for them to use their home languages in their play.

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

Children are happy and well settled in this caring, warm environment where they feel safe and secure. The effective key person system supports babies and children develop secure and trusting relationships with staff who know and understand their needs well. Staff in the baby room are kind and caring in their approach as they spend their time on babies level engaging in their play.

Behaviour in the nursery is good. Children play well together and respond appropriately to staff requests. Staff act as positive role models and demonstrate good behaviour. They support positive behaviour through praise and encouragement, they talk calmly and quietly to children, and this reflects in the children's behaviour. They provide children with appropriate explanations to help them understand the effects their behaviour has on others and they set clear and consistent boundaries.

Staff are deployed well to ensure the nursery is adequately staffed to meet children's needs. Staff help children learn how to keep themselves safe. They regularly carry out fire evacuations practises so that children know what is expected of them in a real emergency and they give children reminders to children as they engage in their play. Detailed risk assessments and careful logging of accidents promote a safe environment. Staff are trained in first aid and ensure that children's welfare is paramount whilst they are attending the nursery.

Children's good health and physical needs are promoted well throughout the nursery. The environment is clean and well maintained and staff implement effective hygiene systems throughout the nursery. For example, they wear aprons and gloves when changing

children's nappies and handling food. They regularly change children's nappies and keep detailed records of this to share with parents. Children have free access to regular drinks throughout the day and healthy and nutritious meals and snacks are freshly prepared on site by a designated cook. However, the organisation of mealtimes does not fully support babies in developing their social skills or encourage older to become more independent, by serving themselves and learning how to handle utensils correctly. Children's individual routines from home are respected as babies and young children rest and sleep according to their needs. All children have regular opportunities to play outside in the well-equipped garden, where they take part in physical activities, explore natural resources and engage in their own imaginative made up games. There is an area for the babies to play and enjoy interactive and a sensory resources.

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

The leadership and management of the nursery is good. The managers have a good understanding of their responsibilities in meeting the safeguarding and welfare and learning and development requirements of the statutory framework for the Early Years Foundation Stage. They act as a positive role model for staff, setting clear standards and high expectations for the staff team to achieve.

Children are safeguarded by the robust recruitment and vetting procedures, including the successful induction of new staff. All staff have appropriate suitability checks carried out and receive safeguarding training in order to support children's well-being. All visitors are required to sign the visitors book and to wear an Identification badge whilst on the premises. A number of staff hold valid paediatric first aid certificates in order to treat children appropriately in the event of an accident. In addition, staff carry out daily checks to identify and reduce potential hazards to children, for example, prior to taken children outdoors a visual check is undertaken and appropriate action is taken to ensure that they area is suitable.

The staff team demonstrate that they have the capacity to continually improve the good standards that they already achieve. The monitoring systems in place work particularly well in achieving high standards and maintaining consistency amongst the staff team and there is a strong emphasis on staff development. The management team use information from parents and staff, to evaluate the quality of the provision. By encouraging a culture of reflective practice, the staff are motivated, enthusiastic and clearly enjoy working in the nursery. Successful performance management systems are in place and this provides the opportunity for staff to evaluate their practice, identify key strengths and draw up action plans to address targeted issues. They have been working closely with other professionals and provisions to share and gain practice ideas and they are quick to make changes as they take on board new ideas. The provider has successfully addressed all actions raised at the last inspection. As a result, they have improved the outcomes for children. Documentation, for observing and tracking children's progress is in place and accurately identifies when children are working below expected levels of development. As a result, appropriate support is put in place to meet children's needs.

The nursery has worked hard to foster strong partnerships with parents and links with external agencies. Parents are encouraged to play an active role in their children's learning and to share their views about the nursery.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY401091
Local authority	Ealing
Inspection number	953381
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Little Foot Steps Day Nursery Limited
Date of previous inspection	12/11/2012
Telephone number	02088 960 081

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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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