

# Footprints (Rift House) Ltd

Masefield Road, Hartlepool, TS25 4JY

## Inspection date

Previous inspection date

04/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- There is a strong, highly qualified and experienced staff team. They are very good role models, committed to meeting children's individual needs. Consequently, children are well cared for and feel safe at the nursery.
- Support for communication and language development is very good. This means that children make significant progress in this area of their learning.
- Partnerships with parents and partner professionals are highly effective in promoting positive outcomes for all children. There is very good support for children with special educational needs and/or disabilities.
- Strong leadership and a strong focus on reflective practice help to drive the setting forward.

### It is not yet outstanding because

- Children's independence is not fully fostered at lunchtimes, taking into account the age and stage of their development.
- There is scope to develop the outside area to include further opportunities for children to develop their early writing skills and to explore natural materials.

## 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 room and outside.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own surveys.
- The inspector conducted a joint observation with the manager.
- The inspector looked at records, planning and paperwork, and checked evidence of staff qualifications and suitability.

## Inspector

Julie Foers

## Full report

### Information about the setting

Footprints (Rift House) Ltd was registered in 2013 on the Early Years Register. It is a privately owned group and is situated within Rift House Children's Centre in Hartlepool. The provision operates from one main playroom. There is an enclosed area available for outdoor play. The provision employs six members of childcare staff. Of these, one is a qualified early years practitioner with Qualified Teacher Status and three hold qualifications at level 5.

The provision is open Monday to Friday from 7.30am to 12.30am all year round. There are currently 13 children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The setting receives funding for the provision of free early education for two-, three- and four-year-olds. It is accessible to all children and supports 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:

- extend opportunities for children to practise their independence around lunchtimes, for example, by serving drinks themselves and using cutlery, according to their age and stage of development
- build on opportunities for children to practise their early writing skills and to explore natural materials when outdoors by providing further opportunities for them to write and to dig the earth.

## Inspection judgements

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

There is a strong, highly qualified and experienced team of staff who work together well to meet the individual needs of the children in their care. Staff are very good role models. They model behaviour and language very well. Highly effective strategies are in place to support children's communication and language development. Skilful use of open-ended questioning results in good quality conversations. For example, staff are encouraged to ask children questions, such as 'Tell me about...' and 'What do you suppose?', in order to encourage these good quality conversations. There are close links between the setting and the adjoining school. A teacher from the school delivers two 'teaching time' sessions a week at the nursery. This helps prepare children for starting school, as they already know their new teacher well. Teaching is consistently good and staff have a secure knowledge of the way in which young children learn. Staff skilfully support children's learning through

timely, sensitive interventions. As a result, from the time they start at nursery, children make good progress and are well prepared for the next stage in their learning.

Support for children with special educational needs and/or disabilities is very good. Staff use visual prompts and signing in order to communicate with those children who respond well to this method of communication. The setting has a sensory room. Staff are sensitive and thoughtful in their interventions and work closely with parents, other professionals and as a team to ensure children's needs are met. Expectations of children are appropriate and behaviour is good. Children exercise choice over where to sit at lunchtime, what to eat, where to play and what with. They are encouraged to 'have a go' by staff, who encourage them, saying 'You can do it yourself. Have a try.' Praise is given when children succeed. The children serve themselves at lunchtime and can choose from a selection of foods. However, there are opportunities to develop children's independence further. For example, the children do not fetch and pour their own drinks or learn how to use knives and forks correctly. A range of interesting activities keep the children focused and engaged. Staff encourage the children to count and identify colours while hunting for Easter eggs outside. They make raspberry jelly, as a result of the children's interests, and make provision for boisterous play, singing and rhyme. Learning is fun, and as a result, children are enthusiastic and eager to learn. They clearly enjoy their time at nursery.

Staff plan effectively for the next steps in children's learning. Together with parents, they assess their child's development when they start at the setting through an 'All About Me' record. Very comprehensive learning journey records include regular, detailed and relevant observations, together with photographs and examples of children's work. The progress check at age two is competently completed and records are clear, detailed and relevant. They clearly indicate the stage of children's development. Parents and children are encouraged to contribute towards assessment through, for example, the inclusion of the 'child's voice' on assessment records and a 'my child makes me proud' board, where parents record their child's progress.

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

Close, warm, responsive relationships mean staff know the children and their families very well. An effective key person system is in place. Parents get to know their child's key person before they start at the setting through a series of play visits. A buddy system is in place in case the key person is absent. This demonstrates the commitment of the nursery towards the key person approach and the importance it places on developing strong attachments. Staff show real affection for the children, who receive very individual and personalised care. As a result, they are settled, secure, confident and emotionally prepared for the next stage in their learning. Children are well behaved because staff have a consistent and sensitive approach. Children are clear about the expectations for their behaviour and staff deal with any issues appropriately.

The indoor environment is bright, light, warm, welcoming, clean and well organised. There are a range of good quality resources that are organised at child height, so children have the opportunity to use them independently. The children play with open-ended resources, such as hollow blocks and construction games. There is also a sandpit, books, a maths

area, multicultural and natural resources, a ball pool and opportunities for early writing, creative activities and role play. Areas are well defined and include snug places where the children can be peaceful or enjoy quiet conversations if they choose. There is also a 'cosy room', which is used for small group activities, and a second room is set up for use as numbers increase. The enclosed outside area has fixed play equipment and a stage to encourage children's imaginative play. Children learn to manage risk as they balance on the play equipment, encouraged by staff. They also learn to keep themselves safe through regular routines. For example, they practise the evacuation drill so they know what to do in an emergency situation, and when carrying cutlery children are encouraged to 'Hold them with two hands while you're walking'. There is a shelter and a willow tunnel for children to meet in. There are grassed areas, soft surfaces and a separate area for growing and planting. However, there are fewer opportunities for children to practise their early writing skills, or to explore natural materials through digging and experimenting with soil. The nursery has use of an allotment, shared with a sister nursery. Children visit this using the nursery's own transport.

Children use a drinking station where fresh water is always available in personalised cups. They also have their own named placemats at lunchtimes. These individual and personal touches help children to feel valued. This raises their self-esteem and helps them develop a connection with the setting and a sense of ownership. Menus are healthy and take into account children's likes and dislikes, as well as allergies and cultural and religious implications. Staff wear aprons for nappy changing and demonstrate a good awareness of hygiene. Consequently, children learn good practice from staff and understand the value of adopting a healthy lifestyle. For example, they are encouraged to wash their hands before lunch, with staff support.

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

Staff have a good awareness of how to keep children safe. They risk assess the provision, including the suitability of fixed play equipment. The manager and the staff team demonstrate a good knowledge of child protection and safeguarding procedures, including what to do if they have any concerns. The entrance to the setting is secure and a glass panel is used to identify visitors before the door is unlocked. All staff hold a current paediatric first aid certificate. The setting has a wealth of policies, including an effective camera and mobile phone policy. A complaints log is available to parents, as is the process for making complaints, which is displayed on the parents' notice board. Record keeping is clear, detailed and comprehensive, and processes to keep children safe are effective.

Thorough procedures to induct new staff are in place. The setting provides welcome packs for parents and induction packs for students, which include relevant policies. Staff and students sign these to say they have been read. Parents are provided with information about routines, the rooms and menus, as well as information about the Early Years Foundation Stage. They are also provided with leaflets relating to mathematics and communication, with ideas for activities to try at home. Parents speak highly of their children's experiences at nursery and the staff team. Entrance and exit questionnaires are in place to help capture parents' views. The setting is proud of its support for student

training and has developed a training pack for students which has been upheld by external training agencies as an example of good practice.

There is a strong focus on reflective practice and regular self-evaluation throughout the setting. Strong leadership means good systems are in place for monitoring and evaluation of practice. For example, the manager carries out regular observations on practice and provides constructive feedback to staff. As a consequence, she knows the setting well. Peer observations are also carried out on a regular basis, as are staff supervisions and appraisals. Sheets are provided for staff to record thoughts and observations, and importance is placed on training. A completed and detailed self-evaluation form clearly identifies strengths and areas for improvement. The setting has a good capacity to improve still further as the manager is focused and looks continuously to move the setting forward.

## 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

<b>Unique reference number</b>	EY470414
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	940730
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Footprints (Rift House) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01429261122

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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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