

Little Feet Day Nursery

1 Bury New Road, BREIGHTMET, Bolton, BL2 6QE

Inspection date

Previous inspection date

11/07/2014

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

- Children receive a broad range of educational programmes that are tailored to their individual needs and interests. Staff work closely to ensure the key-person system is well embedded. Consequently, secure attachments are formed and children's emotional well-being is successfully promoted.
- The quality of teaching is good. Staff support children's learning through the implementation of robust observation and assessment systems. As a result, children make good progress relative to their starting points and are well prepared for school.
- Staff have a secure knowledge of safeguarding practices. They are fully aware of the signs and symptoms of abuse. Consequently, children are very well protected.
- Leadership and management is strong. Effective self-evaluation procedures are in place and challenging priorities for improvement are set. Parental partnerships are well fostered and liaison with the local community and the local authority early years team is in place.

It is not yet outstanding because

- Staff have yet to fully develop well-rooted partnerships with other early years provisions that children also attend. As a result, the sharing of care and learning information is not as robust as it could be.
- Staff do not always follow stringent hygiene procedures during routines, such as snack time. Consequently, some opportunities to promote children's good health are missed.

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 carried out a tour of the premises with a member of the leadership team.
- The inspector observed teaching and learning activities in the four playrooms and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection and held a meeting with the leadership team.

Inspector

Luke Heaney

Full report

Information about the setting

Little Feet Day Nursery was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted restaurant, in the Breightmet area of Bolton. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, one holds Qualified Teacher Status, one holds a level 4 qualification, six hold appropriate early years qualifications at level 3, five members of staff hold a relevant level 2 qualification and three members of staff are working towards a level 2 qualification. The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 63 children on roll, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small 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 further improve the quality of the early years provision the provider should:

- develop further arrangements for the regular two-way flow of care and learning information with other early years provisions that children attend, in order to promote consistency of approach in supporting children's all round development
- ensure staff have a thorough understanding of hygiene practices, with particular reference to washing hands before snack time and minimising the risk of cross-infection by using separate cloths to clean spillages and to wipe surfaces.

Inspection judgements

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

Children receive a broad range of educational programmes that capture their interests, are age appropriate and provide sufficient challenge in promoting the characteristics of effective learning. Staff have a good knowledge and understanding of the Early Years Foundation Stage. Consequently, children receive a personalised curriculum that keeps them engaged, motivated and eager to learn. Comprehensive documentation is completed for each child upon entry and includes an 'all about me' booklet. Staff fully utilise this information, and use it as a baseline for initial starting points, ensuring children receive good quality care and meaningful programmes. For example, staff know about children's individual requirements, such as which comforters they like and details of their favourite toys. They ensure children can have access to these items throughout the day, so that

their emotional well-being is assured. Children access their learning environment well, staff encourage children to be independent learners and fully understand the significance of maintaining a correct balance between adult-led and child-focused activity. For example, staff adopt a stand-off approach when children are investigating their surroundings or become engrossed in self-chosen activity. They are skilful in their timings and only approach to extend and facilitate learning further. Observation, assessment and planning systems are well-embedded across the nursery. They correctly link to developmental outcomes, are evaluative and provide clear next steps for all children. Older children play a pivotal role in the planning cycle, as they contribute through individual questionnaires, accentuating personal likes and dislikes. Staff fully respect children's views and incorporate these into weekly and monthly plans. For example, children request more opportunities to play on large climbing and balancing equipment outdoors. Consequently, staff provide gym opportunities outdoors, with challenging obstacles for manoeuvring under, over and around objects. Further to this, staff have established close links with a karate leader, as a direct request from a number of older children. Consequently, children become fully engaged in their learning and are eager to participate in new opportunities presented to them. Babies excitedly explore low-level mirrors, musical instruments and participate in focused activities, such as 'tummy time' to promote large muscle development. Toddlers become engaged in construction activity, splash in water and enjoy quiet time with their key persons in soft furnished areas. Pre-school children begin to write their own name, participate in letters and sounds activities and develop good movement and control while riding bikes and scooters.

The quality of teaching is good across the nursery and staff extend children's communication and language skills effectively, through providing challenging questions. For example, staff ask older children to decode simple words, recall phonemes and name shapes. The progress check completed for children between the age of two and three years is conducted effectively and includes the views of parents and healthcare professionals. Children are prepared well for their next stage in learning. Transitions within the nursery are given the utmost care and consideration and include the emotional well-being of all children. For example, new key persons are provided with sufficient time to bond and form appropriate attachments with children. Further to this, children who are ready to move to school are supported well. Staff promote their independent skills further, through encouraging self-control skills, writing for intended purposes and introduce more guided learning times that require children to listen perceptively, participate and concentrate for longer periods of time. Consequently, children develop the dispositions and attitudes to be ready for a more formal way of learning. However, systems to compliment children's learning, development and care with other settings are not as robust as they could be. Opportunities to share educational programmes, tailor support and ensure learning and care opportunities are complimented across all settings are not fully maximised.

Children who speak English as an additional language are supported well. Staff show a good knowledge around the acquisition of home languages and have effective interventions in place. For example, bilingual books, signs and posters are clearly evident around the nursery. Further to this, management have developed links with a speech and language therapist to obtain information, advice and support when needed. Due to the early intervention measures in place, children who speak English as an additional

language, make steady progress, relative to their starting points. Children who have special educational needs/or disabilities are well cared for by the experienced and knowledgeable special educational needs coordinator. Strong partnerships with the local authority special educational needs coordinator is in place, and regular visits and meetings are held. Consequently, children with special educational needs/or disabilities receive the correct intervention and effective support.

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

Children enter their nursery with excitement and enthusiasm, and leave their parents with great ease. Children have a strong sense of belonging in their nursery. Their photographs, creative work and achievements are clearly displayed and they are eager to share these with parents during collection time. The effective key-person system ensures that children are cared for by adults who know them well. For example; babies are given ample time to form a strong bond with their key person and staff have attended relevant training on attachment. Consequently, children's well-being is effectively supported and they settle quickly at their busy and vibrant nursery. Staff respect and value children's views and listen to them perceptively and act upon requests for activities, games and suggestions. For example, a toddler asks a member of staff to play in the construction area, the staff member responds to the child's requests and provides appropriate questioning and sufficient challenge to extend learning opportunities.

Children's personal, social and emotional development is well fostered. This provides children with positive dispositions and attitudes towards learning and forms early foundations for school readiness. Children are well supported by a caring staff team who help children to achieve personal independence effectively. Consequently, children under three years, feed themselves and pour drinks with increasing control and skill. Older children hang their coats, tend to their toilet needs, self-serve their own meals and tidy resources away. Children's physical health and well-being is well supported by staff who encourage children to be active and healthy. Detailed rotas are in place for the use of the outdoor provision. Comprehensive menus are in place and provide a broad range of healthy foods, which meet the dietary requirements of all children. Children are encouraged to discuss healthy eating and have access to drinking water throughout the day. Staff introduce healthy living programmes, such as oral care and hygiene. Consequently, parents are provided with information packs on oral hygiene. They are also invited into events, such as sports day, to share activities and games that will enable children and their families to understand the significance of exercise and its contribution to living a healthy lifestyle. Older children demonstrate good hygiene practices as they, wash their hands before meal times, wipe their noses and remind each other of hygiene routines while using the bathroom. Staff display sound hygiene practices, as they wear appropriate protective clothing, use hand sanitiser and follow cleaning rotas effectively. However, not all staff recognise the significance of ensuring children's health and hygiene is well promoted. Consequently, staff in the pre-school room miss opportunities to wash their hands before distributing snacks and do not fully ensure cloths used to wipe surfaces have not been previously used for other purposes, such as wiping spillages.

Children are confident and motivated learners, due to the effective bonds they have in

place with staff members. Children are eager to ask visitors questions and show them achievements, such as writing their name, building towers or how they master new skills, such as hopping and jumping. Staff place a strong emphasis on positive reinforcement for all children and provide them with opportunities to become independent explorers. Consequently, children display a positive attitude to be ready for their next steps in learning. Children are presented with opportunities, such as role-play, stories, and visits from their new key person, which enables them with the foundations to be ready to move on. Children demonstrate good behaviour across the nursery. Staff apply consistent developmentally appropriate behaviour management. They provide older children with detailed explanations which enable them to reflect on their actions and understand the consequences that might follow. Staff commend and celebrate children's good behaviour and exceptional contributions by presenting them with stickers, certificates and star of the week awards. Further to this, children have the opportunity to take the nursery's mascot teddy bear home if they have made a positive contribution or demonstrated excellent behaviour. Pre-school children have devised their own golden rules, and regularly remind each other of these and their expectations while playing with one another. For example, they discuss the significance of sharing toys and being kind. Older children have a good sense of managing risks and understand the significance of taking necessary safety precautions. For example, pre-school children remind each other not to pedal the bikes too fast in case they fall over. Other children climb up steps, jump from beams and balance on gym equipment. Further to this, robust risk assessments and health and safety checks are implemented on a daily basis. As such, a comprehensive policy is in place to ensure the safety of children, families and staff is at the forefront of everyday practice.

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

The leadership and management team have a good knowledge and understanding of their roles and responsibilities to meet the safeguarding, welfare, and learning and development requirements of the Early Years Foundation Stage. Consequently, children are effectively safeguarded and they receive a good quality of educational experiences. Staff have attended relevant safeguarding training and all staff demonstrate a secure understanding of the signs, symptoms and possible indicators of abuse. Further to this, staff are fully aware of the relevant procedures to follow and know who the correct stake holders are to contact for further advice and support, should a concern arise about a child or a colleague. Effective safer recruitment measures are in place and robust suitability checks are well rooted. Consequently, new employees complete comprehensive application forms, undergo stringent health screening, and enhanced Disclosure and Barring Service checks and professional references are requested. Staffs' ongoing suitability is monitored during supervision meetings. These are effectively implemented and take place every two months, focusing on staffs' professional practice, conduct and ability to work with children, staff and families. Appraisals are implemented every six months and provide a sharp focus on all elements of teaching, assessment, qualifications and training. Clear, consistent targets are given to staff and they are fully evaluated and reviewed by the management team. Staff receive enriched training programmes that are tailored to their professional and personal practice needs.

Leaders and managers have a robust system in place for the monitoring of teaching, learning and assessment. Regular professional observations are implemented on each staff member, along with peer observations, which are effective in the identification of inconsistencies and weaknesses in teaching. Robust targets, intervention and training packages are then put into place and reviewed by the management team every three months. The monitoring of educational programmes is successfully embedded across the nursery. Room leaders implement regular spot checks, to ensure children are receiving the correct balance of activities that are age-appropriate, provide sufficient challenge and help children achieve optimum outcomes. Management then carry out comprehensive scrutiny of educational programmes and implement random tracking trails of children's unique learning journeys. Consequently, effective systems are in place to ensure all children are in receipt of meaningful programmes. Tracking and assessment systems are good. They correctly identify emerging trends across the nursery and identify particular gaps in learning for identified cohorts of children. Management have put effective measures in place to narrow gaps for identified groups of children, such as children with special educational needs/or disabilities. Consequently, comprehensive individual educational plans are implemented and evaluated on a regular basis. As a result, gaps are narrowing for specific cohorts of children and they are making effective progress relative to their starting points.

Self-evaluation is successfully embedded and management have worked hard in prioritising improvements for future practice. For example, the development of the outdoor provision was a priority and management have worked effortlessly in developing the provision to reflect all areas of learning. The self-evaluation process includes the views of parents, older children and staff members. Questionnaires are sent out to all and management review these, ascertaining pertinent issues, which are then prioritised to bring about change and improvement. Management demonstrate a strong drive for continuous improvement and aspire to be a nursery of excellence. Parents speak highly of the nursery and state 'staff are so loving, caring and put parents at ease'. Management have implemented effective parental partnerships, offering parents evenings, newsletters and open days. They also provide parents with a daily run down of activities and events that have been undertaken. Effective partnerships with the local authority early years team are in place along with links with local health professionals, and an early years adviser. Links with the local community are well established and visits to a local play centre and library happen on a regular basis. Links with local primary schools and settings have also been made. The management are aware of their responsibilities to ensure that more robust systems are introduced with other early years settings where children attend, to ensure a two-way flow of care and learning information is shared on a regular basis.

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	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	EY470580
Local authority	Bury
Inspection number	954196
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	63
Name of provider	Little Feet S & D Limited
Date of previous inspection	not applicable
Telephone number	07811413043 01204521507

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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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