

Footprints

154 Cumberland Street, Macclesfield, Cheshire, SK10 1BP

Inspection date	11/09/2014
Previous inspection date	10/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Practitioners have an excellent knowledge of the Early Years Foundation Stage. They use their understanding of child development, expertise and children's interests to fully challenge and extend children's learning. Therefore, the quality of teaching and learning is consistently high.
- The management team monitor the educational programmes rigorously to ensure the learning environment is of a very high quality for all areas of learning. As a result, all children are well motivated and show high levels of involvement, excitement and concentration in their play, displaying the characteristics of effective learning.
- Leadership is inspirational. Managers harness the passion and enthusiasm of practitioners to ensure that all aspects of provision are of an exemplary standard. Self-evaluation involves all in promoting the continual development of the nursery and a pursuit of excellence is shared by all members of practitioners.
- The practitioners have an excellent understanding of safeguarding issues and are confident about how to manage any concerns they may identify. Their knowledge ensures that children who attend nursery are kept safe.
- Partnership with parents is well established. The practitioners fully recognise the importance of these relationships and keep them well informed about their children's progress, using highly successful strategies. Children, therefore, make excellent progress in their learning and development.

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 four playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager in the toddler room.
- The inspector held meetings with the manager, deputy manager, provider, Early Years Professional and members of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the nursery's self-evaluation forms and improvement plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Michelle McMaster

Full report

Information about the setting

Footprints Nursery opened in 2002 and is registered on the Early Years Register. It is privately owned and operates from Macclesfield in Cheshire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 7.30am until 6pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across four rooms and have access to an enclosed outdoor play area. There are currently 112 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently 20 practitioners working directly with the children. One holds Early Years Professional status, one holds Early Years Teacher status, one is qualified at level 6, 13 are qualified at level 3 and the remaining four are working towards level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already excellent resources provided for children, for example, by including free access to non-fiction books.

Inspection judgements

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

Teaching is outstanding and all practitioners have an excellent knowledge and understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. Practitioners make every effort to gain information from parents to establish each child's stage of development and interests when they start nursery, recognising the valuable knowledge parents have of their children. This information, as well as initial observations, assists the practitioners to understand a child's starting points and they begin to plan for their learning through their interests and ability. The practitioners are highly skilled at using a learning cycle of observing children, to make accurate assessments and plan the learning environment, experiences, opportunities and activities to support children's next steps in their learning and development. As such, children are provided with a rich, varied, imaginative and stimulating learning environment across the learning areas of the Early Years Foundation Stage. Consequently, they show excitement, high levels of concentration and involvement as they play and in turn make excellent progress. For example, practitioners inspire pre-school children by planning an activity that spans across all the learning areas, to play a game of planning a party. Children quickly use their imagination to take on roles by dressing up, they share their experiences of parties and incorporate this into play by discussing guests, writing invitations and shopping lists and counting food, and cooperate with each other. The Early

Years Professional supports literacy development through a weekly phonic session and a strong focus on mathematical and literacy development. Additionally, children have an opportunity to take part in Spanish lessons and 'Stretch and Grow' sessions.

Assessment of children's development is precise and monitored effectively by the team involved in the children's learning. Practitioners are quick to respond to children who are at risk of falling behind in their development by providing timely interventions. For example, if children are not making significant progress in their communication and language development, they join small groups of children to play additional games which focus on developing these skills. Children who speak English as an additional language are supported by practitioners expertly employing different strategies to meet differing needs. For instance, parents are invited into nursery to share their language with all the children in small groups, and a key set of words in their home language is agreed and used in nursery.

The partnership with parents is strong. Practitioners get to know their key children and their families well, by regularly exchanging information on children's development, interests, activities undertaken and suggestions to extend learning at home. Parents can communicate with the nursery in innovative ways, such as completing on-line forms on the nursery's website, to share information, such as children's interest and ideas. This knowledge is expertly used to plan the learning environment to ensure that it engages and stimulates children through their specific interests. For example, a young child shows an interest in transport. Resources, such as cars and trains, are used to teach children mathematical concepts and new vocabulary, such as 'faster' and 'slower'. This activity is extended to exploring the same concept using drain pipes and water, which encourages the child to show an interest in another resource. As a result, these interactions with parents ensure excellent outcomes for children. All practitioners use effective language and questioning techniques to support children to make connections in their thinking and learning. For example, practitioners provide prompts to help children recall, ask questions to make predictions and help them to form their own ideas. Practitioners provide babies with numerous sensory activities, acknowledging their need and stage of development. For example, the babies can explore sand, leaves, jelly and natural items using their senses. Practitioners use good descriptive language, such as 'sticky' and 'slimy', introducing new vocabulary to babies while they experience sensory play with jelly to develop emerging language. This activity is extended by role modelling a game of 'hide-and-seek' using toys and encouraging babies to find them. Practitioners sing rhymes with actions to further support physical and language development. The practitioners make good use of the progress check completed for children aged between two and three, and parents are invited to share this with health professionals. There is a good selection of books and activities to support literacy development. However, there is scope to provide children of all ages with free access to non-fiction reading materials. Children receive lots of encouragement and praise from practitioners and, therefore, are motivated to continue to learn through play. Children are secure, confident and enjoy their play and learning. Consequently, they are keen to seek out new experiences and learn in readiness for their transition to school.

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

Children are relaxed, confident and happy at nursery as the highly effective key-person system promotes children's feeling of security. There is a robust settling-in process in place for children to become familiar with nursery quickly. Prior to starting nursery, key workers meet children at home, followed by stay and play sessions with their parents, and then gradually children start to attend their session until they are familiar with their key person and nursery. There are strong bonds between key children and practitioners, and babies are given lots of cuddles. There is a highly effective system in place for children to move to their next stage of learning. Children moving rooms within the nursery are supported by key workers moving with them on visits and sharing vital written information with their colleagues and parents, until they are emotionally ready to move. The nursery has formed good relationships with local schools. They have devised a process together to make starting school a positive experience for young children. For example, Children are prepared for starting school by promoting independence, for example, by practising getting dressed and undressed and serving lunch for themselves like they do at school.

Promoting children's health is given utmost importance. The nursery offers children the opportunity to choose to play indoors or outdoors during the day, to get fresh air and to meet the needs of children who have a preference to learn outdoors. The outdoor learning environment is well planned to support physical development. It provides a variety of activities for children to develop their physical skills. For example, older children play in the digging area, using their gross motor skills to push and pull large trollies, while babies practise going up steps in the slide again and again. Children have access to water and fruit is freely available. Children visit the shops to select fruit, providing an opportunity to learn about the world around them, make choices and increase their vocabulary. Practitioners help children to become independent by managing their own personal hygiene, by washing their hands after going to the toilet, after nappy changing, messy activities and before eating, offering support where necessary. They teach older children in fun and exciting ways about how germs are harmful and how to keep healthy. For example, the children put 'glitter germs' on their hands and observe how easily it is for germs to travel around nursery and reinforce the importance of washing their hands.

Children's behaviour is excellent as children are engaged in a stimulating environment, the daily routine meets their needs and practitioners have high expectations of how children should behave. Children's manners are exemplary and 'please' and 'thank you' are used in everyday use of language. This can be attributed to the excellent role models the practitioners are for children. As children enjoy taking part in activities, staff effectively teach and support their developing social skills, for example, sharing and taking turns. In addition, through positive interaction and sensitive support, where needed from staff, children are encouraged to learn how to deal with conflict, negotiate and solve problems. They provide lots of praise and encouragement for children's successes, which greatly boosts children's self-esteem and confidence.

Children's safety is given utmost priority. Practitioners undertake daily risk assessments of the learning areas and for any planned trips or outings. When children are out of the setting they wear high-visibility tabards. There are a high proportion of practitioners qualified in first aid and there are robust procedures for recording accidents, meeting dietary requirements and administering medication. The practitioners have an excellent

understanding of safeguarding issues and are confident about how to manage any concerns they may identify. Their knowledge ensures that children who attend nursery are kept safe.

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

The leadership team of the nursery is outstanding and their practice is truly worthy of dissemination to other providers. The leadership team harness the passion and enthusiasm of staff to ensure that all aspects of provision are of an exemplary standard. Leaders have an outstanding knowledge of the learning and development requirements and how quality teaching promotes children's progress. As a result, they support practitioners in the provision of an extensive range of stimulating, challenging activities and play experiences for all children. The leadership team monitor the educational programmes meticulously to ensure all children make good progress and, where necessary, they seek the support of other professionals. As a team, the practitioners are well qualified and are driven to constantly improve their already first-rate understanding and practice through a targeted programme of professional development. This is further supported by managers close supervisions and peer-to-peer observations. For example, a small team of practitioners take their learning from a communication, friendly space course and make a change in the layout of the rooms to promote better communication between adults and children. The leadership team engage with other professionals, such as early years consultants and local school teachers, to improve practice and enhance experiences for children.

All stakeholders at nursery, children, practitioners, parents and the leadership team embrace the self-evaluation system embedded in the outstanding practice. There is a continuous drive to improve, with children at the heart of everything they do. There is an audit and action process which incorporates the views of all. At inspection, it is identified that displays are an area of improvement but it is already included in an action plan. Partnership with parents is highly effective. The leadership team and practitioners fully recognise the importance of these relationships, and keep them well informed about their children's progress using highly successful strategies. There is an information board outside each room with daily activities, menu boards and other useful information. Practitioners feedback daily to parents on children's achievements and well-being. Parents are invited to take home learning journeys for their contributions regularly, and come into nursery for stay-and-play and training sessions on phonics and 'Are you ready for me now I'm two'. Parent's feedback that they are extremely happy with the care and progress their children make. The nursery is also currently trialling an e-learning journey to encourage parents to be even more involved with their children's learning, particularly those parents who work abroad in the armed forces. Children, therefore, make excellent progress in their learning and development.

The leadership team has an excellent understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are fully understood and the setting has comprehensive written policies in place to underpin exemplary practice. There is a safe recruitment process in place and all

staff, including students, undergo a Disclosure and Barring Service check and complete a full induction to ensure they understand their roles and responsibilities. Practitioners are trained in child protection and fully understand the signs and symptoms of abuse, and are clear on what to do if they have a concern. There are policies and procedures in place to ensure the safety at all times including risk assessments to minimise risks. Therefore, children are safe at 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY242050
Local authority	Cheshire East
Inspection number	870109
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	68
Number of children on roll	112
Name of provider	Footprints Day Nurseries Ltd
Date of previous inspection	10/08/2009
Telephone number	01625 662200 423255

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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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