

Footprints Day Nursery Harrogate Ltd

Arthurs Avenue, Harrogate, North Yorkshire, HG2 0DZ

Inspection date	15/01/2015
Previous inspection date	17/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		1
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

- The highly effective key-person system ensures that children are cared for by staff who know them extremely well. Therefore, children form secure attachments because their needs are consistently met and they feel secure.
- Children's communication and language development are effectively supported by staff. Consequently, children make at least good progress in their learning.
- Staff have excellent links with parents, other childcare settings and the wider community. These partnerships make a strong contribution to meeting children's needs.
- Children demonstrate high levels of independence and behave exceptionally well from a young age. In this respect, they are well prepared for the next stage in their learning and school.

It is not yet outstanding because

- The management team does not focus sharply enough on evaluating the impact of training on practice.
- The management team does not track groups of children in order to identify particular trends in learning. Therefore, opportunities are missed to identify changes that can be made to the educational programmes to fully maximise children's learning.

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 three rooms and the outdoor learning environment.
- The inspector spoke to staff and children at appropriate times during the inspection.
The inspector held a meeting with the nursery manager and the Early Years Foundation Stage Coordinator and looked at relevant documentation, such as children's records, planning and assessment documentation, and a range of other documentation, including policies and procedures.
- The inspector completed a joint observation with the Early Years Foundation Stage Coordinator.
- The inspector took account of the views of parents spoken to in the day of the inspection.

Inspector

Angela Syson

Full report

Information about the setting

Footprints Day Nursery Harrogate Ltd (formerly HGS Nursery Limited) was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Pannal Ash area of Harrogate, in the grounds of Harrogate Grammar School. It is privately owned. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or 4. The nursery opens from Monday to Friday, all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 59 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- focus more precisely on monitoring the impact of training on practice, for example, by reviewing assessments and tracking as part of peer observations
- devise even better systems for monitoring different groups of children's progress, to identify trends and maximise children's learning.

Inspection judgements

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

The quality of teaching is good and some is outstanding. Most staff maintain records of high quality observations and assessments. However, a small minority of records are not as well maintained. This is because the management team do not sharply focus on the impact of staff training on practice. Therefore, some less experienced staff take longer to develop in their role. Nonetheless, all staff demonstrate a good understanding of how children learn and know their key children very well. This means that children are making at least good progress across all areas of their development, taking into account their starting points. Staff accurately complete the progress check for children between the age of two and three years and share this information with parents. Staff place a strong focus on the prime areas of learning and on preparing children for school, which ensures they are well prepared for the next stage in their learning. As a result, children are keen, interested learners, who enjoy their time at this stimulating nursery. Children's learning records generally contain a wide range of information. These include samples of children's work, photographs, observations and children's next steps in learning. The files are accessible to parents, so that they find out about their child's learning and progress at

nursery, and can also add comments about what their children have been doing at home. These strong and effective partnerships with parents make a significant contribution to meeting children's individual needs. Staff value parents' input and share information about how they can help support their child's learning, through engaging in simple activities at home.

Children show good levels of independence and are comfortable within their surroundings as they are cared for in age-appropriate rooms. They have access to a wide variety of resources, which are easily accessible to enable them to make independent choices within their play. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. Children's communication and language development are supported effectively as staff engage in constant discussion, introduce new vocabulary and model language during their activities. Staff skilfully question children throughout their play, which further develops children's critical thinking skills. For example, staff read older children a story about three little pigs. Children are asked which house is the strongest and why.

Young children are provided with a wide selection of natural and sensory materials, which promotes their curiosity and interest in the world around them. For example, young children use scoops to fill trucks with sand. They are fascinated as they watch the sand pour out. The younger babies use the large floor space to test out their latest walking and crawling skills. They delight in dancing with staff to well-known songs. Babies' exploratory skills are further enhanced with a good range of resources, such as musical instruments, mirrors, a range of wooden and metal objects, and different textured materials. The youngest children are developing a love of books, as they choose a favourite story and have a member of staff read to them. They are read to in exciting and varied tones of voice and are encouraged to join in with the repeated refrains of the story. As a result, they are developing high level linguistic skills. Children extend their language skills further as they learn Spanish and French at the nursery. Older children's mathematical understanding is good because staff take every opportunity to count with them. For example, they count the number of water bottles during tidy up time. Children learn to operate technology as they play with the computers. Children's physical development is enhanced through the many opportunities that staff provide to explore and use the outdoor environment. A dance teacher further supports physical development by providing opportunities for children to practise balance and coordination. This helps children develop the dexterity necessary for early writing skills. As a result, children are well equipped with the skills they need for the next stage in their learning.

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

The highly effective key-person system ensures that children are cared for by staff who know them extremely well. The key person builds very strong relationships with parents in order to support children's emotional well-being. The settling-in process is organised efficiently and works extremely well. Initial visits are led by the key person, during which comprehensive information is gathered from the parents to find out everything of relevance about the child, including who the child normally lives with and custody arrangements. This means that individual care plans can be drawn up for each child prior

to them starting. This ensures that children's routines, and any specific dietary or health needs, are fully understood and managed very efficiently and safely. Parents speak incredibly highly of the settling-in process, stating that they feel this has supported their child to make secure attachments to their key person. There is a gradual settling-in process, where children and parents are invited in for a variety of sessions. This process is tailored to meet the individual needs of each family. Consequently, children make strong emotional attachments to their key person and other familiar adults because their needs are consistently met and they feel secure.

There are well-established systems to ensure that children are prepared emotionally for making the move to the next room within the nursery and to school. Within the nursery, children attend regular settling-in visits to meet new staff and children and to see their new room, along with their existing key person for security. Parents are fully involved in the process as they are encouraged to visit the new room and meet the child's new key person. As a result, children are supported extremely well in making new relationships, building self-confidence and managing their feelings. The nursery has made excellent links with all the local primary schools. School teachers are invited in to the nursery during the summer term to meet the children. Staff plan activities into the daily routine, which are more structured, and gradually prepare children for the change in advance of their move. For example, children are encouraged to dress themselves appropriately for outdoor play. The nursery provides a highly stimulating environment and outstanding range of resources. For example, children develop an understanding of diversity because the provider has sponsored two children in India. Children in the nursery learn about the way that children live in India through the exchange of letters, drawings and photos.

Children behave exceptionally well from a young age and learn to cooperate within a group. For example, they learn about responsibility and being helpful as they are encouraged to help each other to tidy up after activities. Younger children learn how to keep themselves safe as they climb ladders and slide down play equipment. Staff consistently reinforce the importance of safety and managing risk relative to their own limitations. As a result, children are developing self-reliance. A qualified cook prepares a range of healthy, home-cooked meals throughout the day. In addition, children are provided with an opportunity to choose from a choice of healthy snacks in a cafe style arrangement. Staff remind children to drink water and explain why it is good for their body. Consequently, children are learning about being healthy and making decisions for themselves. Babies feed themselves using spoons and manage this very successfully. As children get a little older, they ably use knives and forks to cut their food and are willing to keep trying until they succeed. Staff consistently encourage and reinforce good hygiene practices and health awareness through everyday routines and activities. Staff support younger children to wash their hands before and after meals. As a result, children learn to manage their health, hygiene and personal care very well.

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

Arrangements for the recruitment and selection of suitable staff are robust. The manager strives for a highly qualified workforce and provides a rigorous induction programme

followed by ongoing training. Most staff maintain very good assessment records of children and have an in-depth understanding of how children learn and develop. However, a very small minority of staff are unclear of the assessment procedure, which has resulted in some records not being of such high quality. Therefore, professional development techniques, including peer observations, do not focus strongly enough on the impact of training on practice. However, all staff demonstrate a good understanding of safeguarding and welfare requirements. For example, they know the procedure to follow if an allegation was made about a member of staff. Sampled documentation and records give a firm indication that all requirements are in place to support children's safety and welfare. For example, comprehensive risk assessments and daily checks of the safety measures that have been put in place are carried out, which ensures that children continue to be well protected within a safe and secure nursery.

There is an effective system of self-evaluation that drives continuous improvement based on the views of staff, children and parents. Parents' views, in particular, are very important to the continuing development of services. They comment that they feel part of the nursery and their views and opinions are strongly valued. Room leaders evaluate how well plans have worked, so that improvements can be made to the nursery environment. This means that children's capacity for learning is enhanced. The management team implement a tracking system to ensure the progress of individual children. However, this system does not track groups of children to identify particular trends in learning. As a result, the management team does not yet exploit all opportunities to identify where changes to the educational programmes could be made, to fully maximise children's learning. The nursery uses external quality assurance schemes to support their continuous development.

The management team has developed strong partnerships with parents, other childcare settings and the local community. Staff and children regularly visit residents in a local nursing home. Consequently, children are making a positive contribution. The management team works closely with the local children's centre because they are fully aware that establishing these relationships makes a significant contribution to ensuring that the needs of all children are met. Furthermore, teachers from the local schools are invited to visit the children in the nursery in the term before they move up, in order to build relationships and share information. Consequently, children's move to school is made as seamless as possible and there is good provision for continuity in their learning.

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. 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	400104
Local authority	North Yorkshire
Inspection number	872175
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	59
Name of provider	HGS Nursery Ltd
Date of previous inspection	17/08/2009
Telephone number	01423 527843

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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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