

Footprints Child Care LTD

10 Brindle Road, Bamber Bridge, PRESTON, PR5 6RQ



Inspection date

21 August 2015

Previous inspection date

25 April 2012

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

Summary of key findings for parents

This provision is good

- The educational programmes provide a broad range of experiences that help children make good progress towards the early learning goals. The quality of teaching in the nursery is good. Staff provide a good range of learning experiences based on children's interests, both inside and outdoors. As a result, children of all ages make good progress from their starting points.
- All staff are highly skilled and sensitive in helping children form secure emotional attachments. Effective care practices mean children's individual care needs are well met and their confidence and emotional well-being are effectively supported.
- The key-person system is very well established and fosters very good partnerships with parents. Therefore, children form secure attachments and there is a shared approach to their learning, development and well-being.
- Planning and assessment are consistent and precise. This helps ensure appropriate interventions are sought for children, when needed, to close any emerging gaps in their learning.
- Safeguarding procedures are good. Staff have a good knowledge of safeguarding and effectively support children's understanding of how to keep themselves safe.

It is not yet outstanding because:

- Routines, such as snack times, sometimes create unnecessary interruptions in children's play. This means children are not able to explore their own ideas to the full and then draw their activities to a satisfying close.
- The monitoring of routines within the nursery is not robust enough to identify when procedures are not being implemented well.

What the setting needs to do to improve further

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

- allow children more time to prepare for changes in routines, such as snack time, so they can finish what they are doing and their play is not unnecessarily interrupted
- strengthen the monitoring of daily routines in order to identify areas for development and drive improvement.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the managers of the setting.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jacqueline Midgley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All staff hold relevant childcare qualifications. They use their knowledge of how children learn to provide a good range of experiences, both indoors and outside, which cover all seven areas of learning. Children's mathematical development and understanding of the world are supported well. The highly motivated staff encourage children to count, subtract, identify mathematical shapes, describe and make connections in their learning. Children apply their learning well as they enthusiastically engage in mathematical equations and confidently search the internet to further develop their understanding. Children of all ages are enthusiastic learners because staff provide a good range of well-thought-out learning opportunities which meet their individual needs. However, children's learning in the pre-school room is sometimes interrupted by routines, such as snack time. This is because children are not given time to finish what they are doing, or supported to bring their play to a natural conclusion. Planning and assessment are precise, sharply focused on each child's needs and effectively shared with parents, and if necessary, other professionals.

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

Staff develop close, attentive and trusting relationships with children. Children's kindness towards each other is encouraged by staff. Children demonstrate their good manners and consideration of each other as they share, take turns and consistently remember to say please and thank you. The caring staff team effectively support children to develop their independence and self-care skills. Therefore, when the time comes, they are well prepared for the next stage in their learning, including school. Effective care practices help children learn how to adopt a healthy lifestyle and take care of their personal needs. Children have plenty of outdoor play, which promotes their physical development and helps them to learn how to manage risks safely. Children show their understanding of safety as they remind each other how to use the slide safely.

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

Managers have a good understanding of the Early Years Foundation Stage requirements. They are committed to delivering high standards and continuing to improve this already good nursery. They are clear about their roles and responsibilities and complement each other well. Arrangements for professional supervision and training of staff generally lead to a consistent approach to children's learning. However, methods to rigorously check the quality and effectiveness of daily routines are not always implemented well. As a result, some routines in the pre-school room are not consistently delivered in line with the manager's intentions. Effective systems for the analysis of assessment information mean that children's potential learning needs are recognised and quickly met. Feedback from parents is very good. They describe how staff keep them well informed and included in their child's learning. As a result, children enjoy their time and make good progress.

Setting details

Unique reference number	EY435809
Local authority	Lancashire
Inspection number	853684
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	95
Name of provider	Footprints Child Care Limited
Date of previous inspection	25 April 2012
Telephone number	01772 696 641

Footprints Child Care LTD was registered in 2011. The nursery employs 18 members of childcare staff, all of whom hold appropriate early years qualifications, including one with Early Years Professional status and one who holds Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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