

# Footsteps to Dolphin Street

38 Dolphin Street, Benwell, Newcastle upon Tyne, NE4 8AZ

## Inspection date

7 March 2016

Previous inspection date

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

Effectiveness of the leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Good

2

Outcomes for children

Good

2

## Summary of key findings for parents

### This provision is good

- Staff promote children's development by providing them with enjoyable play and learning opportunities. This helps children to make good progress.
- Children's well-being is effectively promoted. Staff take all necessary steps to make sure children are kept safe and secure. Children enjoy the praise and encouragement they receive for their contributions and achievements. They develop good levels of confidence and independence.
- Staff value and respect parents as partners in their child's learning. Parental meetings help parents to understand the progress their child is making in their learning. This helps them to support and extend their child's learning at home.
- Partnerships with other professionals involved in children's care and education are strong. Staff recognise and deal swiftly with any emerging learning needs of individual children. Staff use effective play plans and information from other professionals very well to support children's next steps for learning.
- Self-evaluation is successfully used to review the quality of the provision. The views of parents and children are considered to ensure that planned developments are pertinent.

### It is not yet outstanding because:

- Some adult-led activities do not capture and hold the interest of all children.
- Occasionally, learning intentions for children's development are not shared successfully with students.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to remain engaged and interested during adult-led activities
- review how students are informed about teaching for individual children so that children's learning is always promoted to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lynne Pope

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and staff fully understand their roles and responsibilities in helping to keep children safe. Policies and procedures are in place, understood and effectively implemented. A thorough induction programme is completed and recruitment and vetting are robustly managed. Staff are well qualified and supervised effectively. Staff's practice is regularly observed and opportunities for professional development are discussed during supervision meetings. Staff identify training that will have the most impact on the quality of the provision. For example, they have attended training to support the development of writing and word-building skills and are enthused by ideas for activities to help children develop. Detailed monitoring of children's individual and group progress is in place. The manager and staff use this information to ensure that children receive a varied and individualised education programme.

### Quality of teaching, learning and assessment is good

Staff use their qualifications well and for the majority of the time have a good understanding of how young children learn. They take into account children's interests and provide stimulating, fun activities for them to engage in. Staff place a strong emphasis on supporting children to acquire language and communication skills. They speak clearly and repeat key words and phrases. Pictures are used to help children understand the routine of the day. Staff frequently use sign language to support children's understanding. This helps all children, including those who speak English as an additional language, to develop these skills well. Children make their own choices about whether they want to play indoors or outdoors. They enthusiastically explore how different sounds are made as they bang on hanging resources. The sandpit is enjoyed by all as they dig and make shapes. Hidden items in a bag are identified by their letter sounds and children learn how to build the words as they sound them out.

### Personal development, behaviour and welfare are good

The environment is vibrant, highly stimulating and exceptionally well resourced. The garden is a great asset, where children enjoy a wealth of inspiring opportunities to explore, discover and expand their imaginations. Children's behaviour is good. Staff employ a variety of age-appropriate methods to help children learn to consider the needs and feelings of others. Staff promote children's good health and well-being effectively. There are positive links with children's future schools. Staff share valuable information about children's achievements. Children learn to value the beliefs of others and they explore different cultural and religious festivals.

### Outcomes for children are good

Children are well supported to make consistently good progress in their learning and development. They develop good social skills and communication skills. This helps to prepare them well for the next stage in their learning and for school.

## Setting details

<b>Unique reference number</b>	EY477695
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	976202
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Footsteps Children's Service Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0191 4359084

Footsteps to Dolphin Street was registered in 2014. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including the manager who holds Early Years Professional status. The nursery opens from Monday to Friday. Sessions are from 8am until 4pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs, and those who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

