

Footsteps to Darras Hall

Darras Hall, Broadway, Ponteland, Newcastle upon Tyne, Tyne and Wear, NE20 9PP



Inspection date

20 September 2016

Previous inspection date

14 October 2013

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

- The well-qualified management team has high expectations for quality and sets a clear direction for future improvements. They have developed a positive and ambitious staff team.
- All groups of children make good progress during their time in the group. The quality of teaching is strong. Staff accurately assess children's starting points and help them achieve well, overall, in all aspects of their learning.
- Staff make learning fun. They plan interesting and motivating activities to capture children's imagination and arouse their curiosity. For example, children explore many different sensory experiences in their play with sawdust or when painting portrait pictures.
- Children enjoy their time at the group. They form strong bonds with their key persons and other members of staff. Staff create a welcoming environment where children are safe and looked after.
- Children are well behaved and learn to share and play together. They are keen to put their pictures on the Helping hands display to indicate that they have helped others in the group. Parents are very appreciative of the high quality of care their children receive.

It is not yet outstanding because:

- Older children are not always fully challenged in the development of their physical skills, such as climbing.
- The programme for the professional development of all staff does not focus robustly on raising the quality of teaching to an outstanding level.

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 older children to further develop their physical skills
- focus the programme for professional development of staff more specifically on providing staff with training that enables them to gain an expert knowledge of teaching and learning.

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 a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the group's self-evaluation and evidence of the suitability of staff working in the group.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The manager and provider have created a team of staff who are clear about their responsibilities and share the drive for improvement. The management team gathers the views of staff, parents and children to evaluate the effectiveness of the provision and to plan for future developments. The manager analyses data to enhance these decisions, which has led to targeted improvements being made to areas for mathematical development and mark making for boys. Arrangements for safeguarding are effective. Staff have a very clear understanding of the local safeguarding procedures and how to keep children safe. There are good arrangements for staff supervision meetings to monitor the quality of the provision.

Quality of teaching, learning and assessment is good

Staff accurately assess children's achievement and use this information well to plan what children need to learn next. Staff work successfully as a team to ensure that routines run smoothly. Staff help children to listen to others and to follow instructions. They encourage children to persevere and to try hard. Children's communication and number skills are taught thoroughly. For example, children dress up as superheroes and staff encourage language through this imaginative play. Children discuss flying to the moon, how to get there and the planets they will see. Children predict what these might look like and talk about them to their friends and adults. Parents are made aware of children's achievements on a daily basis and receive a summary report each term which details the progress made and what their child will be learning next. Staff provide very good support for parents to continue children's learning at home.

Personal development, behaviour and welfare are good

Staff set a very good example for children to follow. There is a calm, friendly and busy atmosphere throughout the group. Children know their key person well, which supports their well-being and helps them to grow in confidence and security. Staff promote children's knowledge and understanding of healthy lifestyles and good hygiene procedures. They help them to make healthy choices, to try new food and to be physically active. Children are polite, friendly and behave well. They follow instructions and contribute to making rules and routines. They tidy up together extremely efficiently. Staff help children to be tolerant towards those who have different ideas and beliefs to their own. For example, they celebrate a range of cultural festivals to develop children's understanding.

Outcomes for children are good

Children make good progress and communicate well. Younger children develop good listening skills as they pay careful attention to staff's questions. Older children learn to read simple words and form their letters and numbers accurately. They count to 10 and beyond by the time they are ready to start school and add numbers together using their fingers. Children show they are developing a range of skills that helps prepare them for school. They are competent in managing their self-care needs, relative to their ages, and are confident in making independent choices.

Setting details

Unique reference number	EY461359
Local authority	Northumberland
Inspection number	1066826
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 9
Total number of places	32
Number of children on roll	76
Name of registered person	Footsteps Children's Service Ltd
Registered person unique reference number	RP909252
Date of previous inspection	14 October 2013
Telephone number	01661821414

Footsteps to Darras Hall was registered in 2013. The group employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The group opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The group provides funded early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

