

Inspection date	27 February 2017
Previous inspection date	23 October 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager and owner are not fully effective in supervising and supporting staff performance to consistently improve the quality of teaching. Children make some progress but are often not challenged enough in order to extend their learning further.
- The manager and owner have not effectively considered the recent staff changes and the impact this has had on the quality of teaching. As a result, the quality of teaching is inconsistent and some aspects of children's learning are not fully supported.
- The manager and owner do not make the most of the self-evaluation process in order to identify and address areas for development, such as teaching, to improve the outcomes for children.

It has the following strengths

- Partnership working with parents is strong. Effective methods of communication keep parents well informed about their child's day and progress. All children benefit well from a coordinated approach to their learning, care and welfare.
- Children behave well. Staff offer praise and encouragement and promote positive behaviour. This helps to develop children's self-esteem.
- Children spend plenty of time outside in the fresh air to develop their physical skills. They particularly enjoy woodland walks. They continue their learning in the well-resourced enclosed outdoor play area.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve supervision for staff and critically evaluate staff's teaching skills to identify and address training needs and inconsistencies in teaching in order to develop their practice to at least a consistently good level	29/05/2017
■ improve the quality of teaching so that staff fully engage children in activities and make the best use of opportunities to extend children's learning.	29/05/2017

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

- continue to develop self-evaluation processes and use the information gained to target effective actions, paying particular regard to improving the quality of teaching.

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 manager.
- The inspector held a meeting with the nursery manager and owner. She looked at relevant documentation, including staff qualifications and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small number of parents during the inspection and took account of their views and written comments.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and owner do not monitor and focus carefully enough on developing the quality of teaching. They have not considered or reflected effectively enough on the impact that staff changes have had on the quality of teaching. As a result, teaching is inconsistent. That said, the owner and manager have a very positive approach and desire to make improvements and raise the quality of teaching. They actively seek the views of parents, staff and children. Safeguarding is effective. Staff complete regular training in order to keep updated with current government guidance, policies and procedures. Staff know the procedure to follow should they be concerned about the welfare of a child. Risk assessments, including those for outings, ensure all areas where children play are safe, secure and suitable.

Quality of teaching, learning and assessment requires improvement

Although the staff are well qualified, how they interact with children in order to support, challenge and extend their learning is variable. They do not support children well enough to learn as much as possible. For example, during storytelling and creative play, some staff do not interact well enough with the younger children. The story is told to children and staff do not encourage them to join in or contribute to discussions about the story. When children decorate their biscuits the activity is adult-directed and they do not have enough opportunities to develop their language skills. That said, older children thoroughly enjoy the woodland walk. The highly qualified and motivated staff leader engages very well with children. From her observations and assessments she knows how to narrow any identified gaps in children's learning. For example, she helps support children's mathematical skills, interacting in a meaningful way and asking questions. This entices children to talk about the size and compare the different lengths of sticks they collect. They know the sticks make a circle pattern when they are thrown in the water.

Personal development, behaviour and welfare require improvement

Weaknesses in some staff's teaching mean that children are not always best supported in their learning. That said, children are happy, settled and enjoy their time at the nursery. Mealtimes are a social occasion and meet children's individual dietary requirements. Children also develop their independence skills well, such as serving themselves with the food and tidying away the plates when they have finished. The key person works closely with parents from the start. This helps them to get to know children well and help them settle quickly.

Outcomes for children require improvement

Teaching is not sufficiently well focused to make sure that every child makes the best possible progress in their learning and development given their starting points. This includes those who are in receipt of funding and those who speak English as an additional language. That said, some children do make good progress and are gaining useful skills in their future learning and in preparation for starting school. Babies confidently explore independently, older children put on their own coats and boots ready for outdoor play. Children are learning to socialise and play in larger groups, take turns and share toys.

Setting details

Unique reference number	EY440933
Local authority	Derbyshire
Inspection number	1065831
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	62
Number of children on roll	93
Name of registered person	Littlefeet Childcare Limited
Registered person unique reference number	RP531321
Date of previous inspection	23 October 2013
Telephone number	01246417812

Little Feet was registered in 2012. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, one at level 2, two are unqualified, one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round except for bank holidays and for one week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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