

Little Footsteps Of Shipdham

Thomas Bullock Primary School, Thetford IP25 7LF



Inspection date	6 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- The owners and staff are committed to providing each child with nursery provision of the highest quality. Since opening, they have worked hard to ensure children have access to a stimulating range of toys and experiences to help promote their enthusiasm for learning.
- Partnerships with parents are a key strength. Staff use various strategies to help ensure parents are fully involved in their children's learning. Parents are highly complimentary about the nursery. They particularly praise the 'very individual approach' and the progress their children have made.
- Children are happy and well settled. They develop strong attachments to their key person who they seek out for comfort and support when they are tired or upset. Staff are particularly skilled at encouraging children to talk about their feelings and helping them learn to consider how their behaviour can have an impact on the feelings of others.
- Children develop many of the key skills they will need when they start school. They demonstrate strong mathematical skills for their age. Children develop a good understanding of fairness and to take account of the views and feelings of others.
- Staff are caring and sensitive to children's individual personalities and interests. Children welcome their involvement in their play and respond well to their playful manner.

It is not yet outstanding because:

- Although management monitors staff practice, it does not place a strong enough focus on helping staff raise the quality of their teaching to the highest level.
- Occasionally, staff do not make the most of opportunities to encourage children's interest in writing for a purpose.

What the setting needs to do to improve further

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

- focus monitoring and evaluation more precisely on helping staff to raise the quality of their teaching to a consistently higher level
- strengthen opportunities to promote children's interest in attempting to write for a purpose and give meaning to the marks they make.

Inspection activities

- The inspector observed the quality of teaching indoors and outside, and assessed the impact on children's learning. She spoke to staff and children during the inspection.
- The inspector carried out joint observations with one of the providers and the manager.
- The inspector held a meeting with the manager and one of the providers. She looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Gill Thornton

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff and management have an excellent understanding of child protection issues and the action to take to protect children and keep them safe from harm. All staff have attended safeguarding training to a high level and they can confidently describe indicators that may alert them to a child at risk from extreme views or behaviours. Staff have regular supervision meetings when they can discuss sensitive issues and receive feedback on their role. The manager works closely with the on-site school to support children's move into the Reception class. Staff use an online tool effectively to share daily information with parents, who comment that they feel updated in 'real time' about their children's day.

Quality of teaching, learning and assessment is good

Staff follow good procedures to help ensure initial assessments are accurate and include parents' knowledge of their children's capabilities and prior learning. Staff use the information gained to plan for children's progress and to target what they need to learn next. On arrival, children confidently choose the toys and activities they want to play with. Staff interact well with children as they play, asking questions to extend children's ideas. Staff promote children's mathematical development well. They encourage children to count and recognise numerals, and they use children's enjoyment of number rhymes to encourage them to work out how many are left. Staff listen and repeat back what children say to clarify what they mean and emphasise the correct pronunciation of words.

Personal development, behaviour and welfare are good

Staff provide children and their families with a friendly, welcoming environment. They make good use of the available space to ensure children can play in comfort and safety. Staff are skilled at promoting good behaviour, using calm and consistent strategies and explanations to help children learn what is expected of them. They remind children to speak kindly to each other and children adapt their behaviour accordingly. Children choose to spend a large amount of time outdoors. Staff ensure that children who prefer to play outdoors can experience activities that cover all areas of learning. Staff encourage children to work out if what they are doing is safe and praise them for making the right choice when they make a decision. Staff take children on regular walks around the local area, such as to the post office and the church, to help expand their experiences.

Outcomes for children are good

Children enjoy acting out familiar scenarios and use imaginative language while they pretend to be builders in the outdoor role-play area. They develop independence and take responsibility for simple age-appropriate tasks. Children spread butter on their crumpet at snack time and wash up their own cup and plate when they have finished. They are confident to express their views and to ask an adult for help when they need it. Children listen and happily follow staff instructions.

Setting details

Unique reference number	EY538302
Local authority	Norfolk
Inspection number	10076961
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 5
Total number of places	16
Number of children on roll	16
Name of registered person	Little Footsteps of Dereham Ltd
Registered person unique reference number	RP531307
Date of previous inspection	Not applicable
Telephone number	01362820816

Little Footsteps Of Shipdham registered in 2016. The nursery employs three members of childcare staff, who all hold an appropriate qualification at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. Additional hours and holiday provision are available on request.

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