

Little Footprints

Little Moss Lane, Clifton, Swinton, Manchester M27 6HA



Inspection date	5 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider does not evaluate the provision effectively. She has failed to notify Ofsted of a significant change.
- The provider does not record relevant information about the vetting processes for new practitioners. She does not ensure that newly recruited practitioners receive required induction training. This means, for example, that new practitioners do not know the nursery's safeguarding policy and procedures well enough.
- The provider sometimes does not keep children's information confidential.
- Managers do not ensure that the daily attendance register is accurate.
- Practitioners do not identify and minimise hazards to children's safety well enough. Furthermore, the provider does not ensure that procedures for checking and transporting cooked meals are followed meticulously.
- Managers accurately identify weaknesses in teaching. However, they are not deployed effectively enough to implement the nursery's systems for supervising practitioners.
- The quality of teaching for children aged two to four years is poor. Practitioners do not know accurately enough what individual children are ready to learn next.
- Practitioners in the room for children aged two to four years do not establish consistent expectations for children's behaviour. As a result, children's positive behaviour and self-control are not promoted effectively.
- Younger children do not go outside every day.

It has the following strengths

- Parents feel well informed about children's daily care routines. They say that practitioners work in partnership with them when children are ready to start using the potty or toilet.

What the setting needs to do to improve further

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

	Due date
ensure that details are recorded of identity checks and vetting processes that have been completed for all practitioners	02/08/2019
implement an effective system for inducting new employees, so that they understand their role	02/08/2019
ensure that practitioners receive training and support about safeguarding matters, which include the 'Prevent' duty, and can respond swiftly and appropriately to signs that children may be at risk of harm	02/08/2019
ensure that information about children is accessible only to those who have a right to see it	02/08/2019
maintain an accurate daily register	02/08/2019
use risk assessment effectively to identify and minimise potential risks to children's safety	02/08/2019
adhere rigorously to food safety procedures	02/08/2019
implement systems for supervising practitioners, so that continuous improvement in the quality of their teaching is promoted	02/08/2019
improve systems for promoting positive behaviour, so that children know the expectations for their behaviour and develop self-control	02/08/2019
plan daily outdoor activities for children	02/08/2019
ensure that the planning of activities takes full account of what is known about individual children, to challenge them and help them make good progress.	02/08/2019

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector toured the nursery and completed a joint observation with a manager.
- The inspector held a meeting with a manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider has not informed Ofsted that she works directly with children. This means that Ofsted has not completed all of the required suitability checks. The provider does not follow procedures for vetting and inducting new employees. They do not receive training that helps them to follow the nursery's procedures for child protection, including the 'Prevent' duty. That said, managers demonstrate a good knowledge and understanding of local safeguarding procedures. There are occasions when practitioners take information about children out of the nursery. For instance, to complete learning journals outside working hours. This means that children's confidentiality is not maintained rigorously enough. Practitioners do not manage risks to children's safety well enough. For example, they do not remove trip hazards from indoor spaces. Practitioners sometimes do not update the attendance register when children arrive at or depart from the nursery. This means that in the case of a fire or other emergency, children's whereabouts cannot be quickly established. This puts the safety of children and emergency service personnel at risk. The nursery has systems in place for self-evaluation, improvement planning and the performance management of practitioners. However, due to staffing issues, managers are deployed to practitioner roles in order to meet adult-to-child ratio and qualification requirements. This means that practitioners do not receive the consistent support, coaching and training they require to continuously improve the quality of their teaching.

Quality of teaching, learning and assessment is inadequate

Practitioners do not know specifically enough what they are intending to teach. This means that children's capacity to learn is not measured. This is particularly evident when children's starting points are below those of other children of the same age. Not enough is known about their rate of progress to demonstrate that gaps between the attainment of children of the same age are diminishing. However, some spontaneous teaching is good. For example, practitioners know that younger children like to build with foam blocks. They carefully count the bricks as they build towers and applaud children's enthusiastic demolition of these. As a result, children want to repeat the activity and their learning continues.

Personal development, behaviour and welfare are inadequate

Managers in the room for children aged two to four years do not establish consistent routines. This means that practitioners are sometimes not sure what they should be doing and this does not help children to feel secure. Children move between activities that lack purpose and some children's behaviour becomes disruptive. For example, they deliberately spoil other children's play. That said, despite ongoing staffing issues, managers ensure that every child has a named key person every day. Children's meals are cooked off the premises and brought a short distance to the nursery. Systems for checking the food before and after it is transported are not followed. For example, food standing time and temperatures are not recorded. This means that the safety of the food is not ensured. Older children have very limited time to play outdoors and younger children do not go outside every day. As a result, children's overall well-being and physical fitness are not promoted well enough.

Outcomes for children are inadequate

Children do not make good progress because of weaknesses in the quality of teaching. They do not acquire all of the key skills that prepare them well to start school. However, younger children begin to understand that saying number names in sequence relates to quantity. They know the words and actions to rhymes and songs. Older children demonstrate knowledge that writing carries meaning. For example, they write shopping lists as part of child-initiated role play.

Setting details

Unique reference number	EY544897
Local authority	Salford
Inspection number	10114208
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	71
Number of children on roll	43
Name of registered person	Deen, Asma
Registered person unique reference number	RP544896
Date of previous inspection	Not applicable
Telephone number	07969908932

Little Footprints registered in 2017. The nursery employs 10 members of childcare staff. Of these, two hold qualifications at level 6, one holds level 5, four hold level 3 and one holds level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery 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.

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