

Little Foot Day Nursery

Little Foot Day Nursery, Luddenden Lane, Halifax, West Yorkshire HX2 6NW



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| Inspection date | 23 July 2019 |
| Previous inspection date | 28 July 2015 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Inadequate Good | 4 2 |
|---|---|---------------------------|---------------|
| Effectiveness of leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision is inadequate

- The provider does not implement the safeguarding policy effectively. They have not notified Ofsted of a recent allegation made against a member of staff. They do not follow their procedures for safer recruitment to check that staff are suitable for their roles.
- Staff do not receive training in a timely manner to ensure they understand their roles and responsibilities from the start. They do not have a secure understanding of wider safeguarding issues, such as how to recognise if someone is at risk of exposure to extreme views or radicalisation.
- The key-person system is not effective. Information about children's interests, stage of development and next steps in learning is not shared between staff. This means that when a child's key person is absent from the setting, staff do not have the information they need to plan effectively for all children.
- The quality of teaching is variable, which means not all children enjoy high-quality learning experiences and purposeful interactions. Observation and assessment are not used consistently to plan activities that target children's next steps in learning. As a result, children do not make the best possible progress.

It has the following strengths

- Relationships between staff and children are good. Staff are effective role models for children. Children share and take turns. They form secure attachments with staff.
- Children with special educational needs and/or disabilities (SEND) get the support they need to make good progress. Staff work with other professionals effectively, which means additional support for these children is in place.

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 all staff receive training to help them fully understand wider safeguarding concerns, including the 'Prevent' duty guidance | 23/08/2019 |
| ensure the safeguarding policy is implemented effectively and safer recruitment checks are carried out in line with the policy | 23/08/2019 |
| improve the key-person system to ensure information about children's individual needs, interests and stage of development is shared with relevant staff, so that they can support children's learning appropriately and help them make good progress when their key person is absent | 23/08/2019 |
| use information gathered through observations and assessments more effectively to target children's interests and stage of development and plan a more challenging and enjoyable experience for each child in all of the areas of learning and development. | 23/08/2019 |

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the provider.
- The inspector held discussions with the providers and staff at appropriate times during the inspection.
- The inspector viewed a range of documents and policies, including the safeguarding policy and staff recruitment information.
- The inspector viewed children's records and spoke to staff about how they monitor children's progress.
- The inspector took into account the views of parents spoken to on the day.

Inspector
SARAH Gordon

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider has not notified Ofsted of a recent allegation made against a member of staff. They do not follow procedures for the safer recruitment and induction of new staff successfully. Staff have a suitable understanding of the appropriate procedures they must follow if they have concerns about a child's welfare. However, the provider does not train all staff to have a clear understanding of wider safeguarding issues. For example, not all staff demonstrate a good knowledge of the signs that children might be at risk from radicalisation or extremist views. Parents talk positively about the setting. Partnerships with other professionals are effective, which means the needs of some children are met effectively.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Most staff have a secure understanding of the age group of children they are working with. Assessments of children's learning are completed. However, this information is not always used consistently to plan activities that target children's next steps in learning. In addition, the information is not shared effectively with relevant staff. As a result, when a child's key person is absent, staff are not always able to access information about children's next steps or development needs. This means staff are not able to build upon what children already know and can do. Despite this, children are confident. They form good relationships with staff and interactions are positive. Staff in the baby room sit with children to sing favourite rhymes. Children eagerly participate in this activity. Pre-school children enjoy making and tasting their own smoothies. Children in the toddler room confidently explore larger equipment, both inside and outside. Parents comment that they are regularly informed about their children's progress.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding mean that children are not protected. However, children form good attachments with their key person. Staff promote children's self-care and independence skills. At mealtimes, children in all rooms are encouraged to feed themselves and use age-appropriate cutlery. Pre-school children are taught how to use knives safely to cut fruit. Staff encourage children to adopt good hygiene routines, such as handwashing. Children are encouraged to wear sun hats and sun cream. They have access to fresh drinking water. Children enjoy their learning, for example the pre-school children make potions in the mud kitchen, sharing resources and taking turns.

Outcomes for children require improvement

In general, children achieve typical levels of development for their age and attain the skills they need for school. Children develop positive relationships with each other and behave well. Children with SEND make good progress and gaps in learning for these children soon narrow.

Setting details

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| Unique reference number | EY419782 |
| Local authority | Calderdale |
| Inspection number | 10106540 |
| 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 | 1 - 4 |
| Total number of places | 77 |
| Number of children on roll | 57 |
| Name of registered person | Main, Debra Ann |
| Registered person unique reference number | RP910575 |
| Date of previous inspection | 28 July 2015 |
| Telephone number | 01422882725 |

Little Foot Day Nursery registered in 2010. The nursery employs 26 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above, including two who have early years professional status. The nursery opens Monday to Friday, all year round, apart from a week at Christmas and on bank holidays. Sessions are from 7am until 6.30pm. 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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