

Inspection of Tiny Footsteps Day Nursery

St Vincents Church Hall, Rutherford Drive, Over Hulton, Bolton BL5 1ER

Inspection date: 13 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

The manager and staff are a long-serving team who work well together. Both staff and parents report that there is a warm, homely feel to the nursery. Many parents return to the nursery with younger siblings. The key-person system is effective. Staff gather information based on children's needs, abilities and interests. They use this information to plan for individual children. This helps to ensure that children are happy and settled. Children form good relationships with staff and other children from the start. They invite one another to take part in their learning and play experiences. Staff are good role models and children behave well.

Staff provide a wealth of opportunities to support children's physical development. For example, at mealtimes children use the small muscles in their hands as they select and serve food. Children share that they like the healthy meals on offer at the nursery. Children develop good early literacy skills as they use their imagination to create letters to Father Christmas. Children develop good independence. For instance, they gather their coats, put them on and fasten the zips in preparation for outdoor play. Children are supported well to develop their awareness of toileting routines and the transition to school.

What does the early years setting do well and what does it need to do better?

- The support for children with special educational needs and/or disabilities is a key strength of the nursery. Staff make accurate assessments and identify children who may benefit from further support. They work well with parents and other agencies to develop individualised support programmes based on children needs and abilities. All children make good progress at the nursery.
- The manager invests well in the staff and has a high regard for their welfare and professional development. Staff are provided with coaching, guidance and training to further promote their teaching practices. The manager monitors the quality of teaching and outcomes for children. For example, when she identified some gaps in children's mathematical development, she arranged for a member of staff to access relevant mathematical training. However, at times, staff do not maximise the chances during daily routines to allow children to practise and consolidate their mathematical knowledge.
- The manager reviews the nursery and includes the views of parents, staff and children. For example, the manager gathers parents' views through a questionnaire and feedback box. Following recent feedback from parents, staff share information about children's learning more frequently. Parents report that they value the 'parent evening' styled event.
- Staff help children to develop good communication and language skills. They model language and introduce new vocabulary for children to hear and repeat. Children attend regular small-group sessions which focus on communication and

language development. For example, children listen well as others shake plastic bottles filled with different objects. Children take turns to identify the sounds they hear. This helps to promote their listening, attention and social skills.

- Staff skilfully build children's understanding over time. This helps to ensure that children remember their learning experiences. For example, during the inspection, children confidently shared their wider understanding of Christmas. Children discuss 'baby Jesus' and share their work which is on display. This helps to promote children to take pride in their achievements and recall their learning experiences. However, staff do not always use such experiences to support children's understanding of similarities and differences in themselves and others.
- The curriculum is broad, balanced and interesting. Staff have good links with the local community and children enjoy the experiences provided. For example, staff invite the local farmer to visit the setting with some animals. The learning experiences are further supported as staff share books and stories about farm animals with children. This helps to promote children understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff access regular safeguarding training and have a good understanding of how to protect children from harm. They know what action to take should they have concerns about a child's welfare. The manager has effective systems for recruitment, induction and ensuring the ongoing suitability of the staff team. Effective systems are in place to ensure that unauthorised people cannot enter the premises. This helps to ensure that children remain safe.

What does the setting need to do to improve?

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

- enhance the good-quality teaching further by ensuring staff provide children with more opportunities to develop early mathematical skills, particularly during daily routines
- help children to develop a greater understanding of their uniqueness, and support their understanding of similarities and differences between themselves and others in order for them to develop a deeper understanding about different cultures and religions.

Setting details

Unique reference number	EY479959
Local authority	Bolton
Inspection number	10076194
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	32
Number of children on roll	23
Name of registered person	Howcroft, Sarah Jane
Registered person unique reference number	RP516846
Telephone number	07837065896
Date of previous inspection	10 February 2016

Information about this early years setting

Tiny Footsteps Day Nursery registered in 2014. It employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lauren Blythe

Inspection activities

- The inspector and manager completed a walk around the nursery and discussed the manager's plans and reasoning for their early years curriculum.
- The inspector spoke with children throughout the inspection. Children shared their views about what they enjoy at the nursery.
- The manager and inspector completed a joint observation of teaching practice.
- Staff and parents held discussions with the inspector at appropriate times during the inspection.
- The inspector checked evidence of staff suitability and qualifications.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019