

Inspection of Little Foot Day Nursery

Luddenden Lane, Halifax, West Yorkshire HX2 6NW

Inspection date: 3 January 2020

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The management team does not ensure that children are safe in this setting. Leaders have addressed previous weaknesses and actions raised at the last inspection. Despite this, there are still weaknesses in practice. The management team does not ensure that policies and procedures are implemented at all times. For example, staff do not follow the medication procedures to help ensure the safe administration of medicines. They do not seek written permission from parents to ensure that all the appropriate information is gathered and medication can be administered to children safely. This means that children's health, safety and well-being are significantly compromised.

Despite this, the management team and staff plan a good range of activities and a welcoming environment that help to keep children interested and motivated. They carefully observe children during play and assess the progress that they make. This helps staff to build on what children know and can already do. Staff plan activities according to children's individual interests and what they need to learn next. The management team and staff have implemented settling-in procedures that help children to settle into nursery quickly. Staff build positive relationships with children through their nurturing and kind approach. Children come into the setting very excited and ready to learn. They are immediately invited into play by their very kind friends who share toys and play equipment.

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

- The management team does not ensure that staff implement their medication policies and procedures into practice. For example, staff do not obtain prior written permission from parents before administering medication to children. They do not gather the necessary information about the names of medicines, the dosage, and the dates and times when they should be administered to children. Staff do not have sufficient information about why these medications have been prescribed and what to do if a child becomes unwell. As a result, children's health, safety and well-being are at significant risk.
- Parents speak positively about the nursery. Staff have daily discussions with parents and share information about their children's day. However, not all parents are provided with key information about their children's learning and ways that they can help to extend this at home.
- Children develop very good communication and literacy skills. They thoroughly enjoy participating at story time and enthusiastically join in with singing action songs. Older children engage in imaginative role play and make up their own stories. They make role-play equipment using creative crafts and take this on treasure hunts and outings to the park. At mealtimes, children are encouraged to talk about their day and recall what happened on their hunt. They confidently

respond and hold conversations with staff and their peers. Children use their good manners, listen and wait patiently for their friends to finish talking.

- Staff are skilled at building on what children already know and can do. They introduce new mathematical concepts and skills during play. For example, staff count with younger children and babies during their play. Older children complete simple addition and subtraction sums. They count the total number of items on their shopping list and subtract how many items they already have in their basket. They work out the total number of ingredients that they need to find next.
- Children thoroughly enjoy the time that they spend outdoors in the fresh air. Staff teach them how to take safe risks and support them to use the different climbing equipment safely during visits to the park. Younger children develop their balance and coordination as they climb the stairs and move freely in the open space.
- Staff encourage children to become independent in meeting their personal hygiene and self-care needs from an early stage. Older children know to wash their hands before mealtimes and help to serve their own food and pour drinks. Younger children and infants learn to feed themselves using cutlery and have finger foods at snack time. Children are well prepared for their future learning and eventual move to school.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not follow the setting's policies and procedures to ensure the safe administration of medication. This significantly compromises children's health and well-being. This does not demonstrate that training and supervision sessions for staff are effective. However, staff have recently completed some mandatory training regarding how to recognise the signs and symptoms of abuse and wider child protection matters. They understand the necessary procedures to follow in the event of an allegation or if they have a concern about a child. The managers have implemented appropriate recruitment and vetting checks for all new employees. They complete suitability checks to help ensure that any adults working with children are suitable.

What does the setting need to do to improve?

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

	Due date
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implement the medication policy and procedure, obtain prior written permission from parents, and gather key information to ensure the safe administration of medicines.	17/01/2020
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To further improve the quality of the early years provision, the provider should:

- extend partnership working with parents to help provide a continued approach towards children's learning at home
- develop supervision sessions to ensure all staff understand and implement the setting's procedures and are clear about their roles and responsibilities.

Setting details

Unique reference number	EY419782
Local authority	Calderdale
Inspection number	10119347
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 to 11
Total number of places	77
Number of children on roll	127
Name of registered person	Main, Debra Ann
Registered person unique reference number	RP910575
Telephone number	01422882725
Date of previous inspection	23 July 2019

Information about this early years setting

Little Foot Day Nursery registered in 2010. The nursery employs 26 members of childcare staff. Of these, 18 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, except for one 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.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- The inspector held discussions with the manager, staff, parents and children at convenient times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager and took account of her views. She reviewed the systems in place for monitoring and evaluating the quality of the setting, teaching and learning.
- The inspector reviewed a sample of relevant documents, including policies, procedures and other records regarding health and safety.
- The inspector checked evidence of the suitability of all staff working at the setting.

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.

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