

Inspection of Little Foot Day Nursery

Luddenden Lane, Halifax, West Yorkshire HX2 6NW

Inspection date: 23 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in the wonderfully warm and welcoming environment. Staff build trusting and respectful relationships with children and their families from their starting points. This helps children to settle in quickly and feel content in their care. Staff act as positive role models to children with their kind and nurturing approach. They teach children to be respectful towards others and reinforce the expectations of children's behaviour. Children play cooperatively together and happily share and take turns during their play. Children's behaviour is good.

Children are confident and motivated learners, who make independent choices in their learning. When planning the curriculum, staff take account of children's interests and what they need to learn next. Children demonstrate high levels of curiosity. They thoroughly enjoy exploring the carefully planned activities and learning equipment available to them indoors. For example, older children use their good imagination as they hunt for dragons, using magnifying glasses. They talk about what the dragon might look like and share their ideas with their friends. Younger children explore different sea creatures and enjoy the sensory experience of playing in the sand. Children are engaged and focused during their play.

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

- The setting has made some positive improvements under the new management team. The manager has worked closely with the provider and external professionals to monitor the quality of the provision. Together, they have identified key areas to improve. She has implemented effective action plans and strengthened procedures, that help to keep children safe.
- The manager and staff team implement effective individualised care and learning plans for children with special educational needs and/or disabilities. The manager uses additional funding to ensure children receive the targeted support that they need, to make good levels of progress. For example, staff use funding to provide children with additional support at mealtimes and during small-group activities.
- Children who speak English as an additional language are well supported. For example, staff work closely with parents to find out about children's home language. They gather key words to use in the setting. Staff use body language, visual cues and simple words in both their home language and English. They gradually introduce new vocabulary, using objects as a reference. Parents are complimentary about the support their children receive in learning how to speak English.
- Children develop a love of reading from an early stage. Babies and younger children listen intently to staff as they read stories, such as 'Polly put the kettle on'. The activity is extended well for the more capable children, who follow the

instructions. In their role play, they make cups of tea. Older children join in with retelling familiar stories, such as the Three Little Bears', and use the role-play equipment provided.

- Staff know how to extend children's mathematical skills during play. For example, they count the number of legs on spiders with younger children. Older children develop their knowledge and understanding of size, and learn new mathematical language, such as 'big, medium' and 'small'.
- Children become increasingly independent as they move between rooms. For example, younger children are supported to wash their hands and feed themselves independently. Older children follow good hygiene practices and serve their own foods at mealtimes. This helps to prepare children well for their eventual move to school.
- Children enjoy the time they spend outdoors in the fresh air. They have opportunities to develop their balance, coordination and physical skills, using bikes, trikes and four wheeled carts. However, staff do not provide children with outdoor learning opportunities and activities, that cover all seven areas of learning. This does not consistently support the needs of children, who prefer to learn outdoors.
- Staff receive regular supervision sessions and ongoing training to help them understand their roles and responsibilities. For example, staff have received training on how to implement the setting's new curriculum. However, professional development opportunities do not focus precisely enough on helping to develop and raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Staff and the manager, who is also the designated safeguarding lead in the setting, are aware of their responsibilities to safeguard children. They have completed training to secure their knowledge of child protection issues that might affect children in their care. The manager and staff know how to identify and respond to concerns about children or other staff. This includes how to report concerns to the relevant agencies. Staff complete daily checks to ensure the areas of the premises children access are safe and suitable. The manager and provider have implemented robust recruitment and vetting procedures to help ensure all adults working with children are suitable. This helps to safeguard children and protect them from harm.

What does the setting need to do to improve?

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

- ensure children have access to outdoor learning opportunities that cover all seven areas of learning
- provide staff with professional development opportunities that help to raise the

quality of teaching to the highest level.

Setting details

Unique reference number	2602143
Local authority	Calderdale
Inspection number	10217913
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 at time of inspection	1 to 10
Total number of places	71
Number of children on roll	47
Name of registered person	Singh, Sukhvinder
Registered person unique reference number	2598752
Telephone number	01422 882725
Date of previous inspection	Not applicable

Information about this early years setting

Little Foot Day Nursery registered in 2021 and operates from premises in Luddenden Foot, Halifax. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7am until 6pm. They employ 16 members of childcare staff. Of these, the manager holds a level 6 qualification and eight staff hold recognised early years qualifications at level 2 or 3. The nursery is in receipt of inclusion and early years pupil premium funding. They offer funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and provider and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2022