

# Inspection of Little Feet Day Nursery

1 Bury New Road, Breightmet, Bolton BL2 6QE

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Inspection date:

25 November 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

In the main, children are happy and safe at this welcoming nursery. They leave their parents with ease and are eager to greet staff. However, the key-person system is not as robust as it could be for younger children. For example, some younger children take a long time to settle when their key persons are not present. Although staff are caring and loving towards children, leaders have not established effective systems for younger children to feel emotionally secure in the care of other staff.

Overall, children behave well. However, some children do not always show positive attitudes towards their learning, as activities staff present to them are not always matched to their interests. For example, when toddlers are given a colouring sheet of a robot to complete, they quickly become disengaged and wander off to play somewhere else. Babies are not always engaged in their learning, as some activities are pitched too high for them. Pre-school children show sound concentration skills while learning about the sounds that letters represent. Although there are gaps in the curriculum, children make satisfactory progress and develop the necessary skills in readiness for school. They are confident communicators and were eager to show the inspector construction models that they made out of wooden building blocks. Children enjoy singing and show staff new dance moves.

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

- Leaders aspire for the nursery to be good. They are aware of the improvements that they need to do to bring about change. Self-evaluation includes the views of staff, children and parents. Leaders demonstrate positive attitudes to remedy shortfalls, and they want the very best for children.
- A newly introduced curriculum has yet to take full effect across the nursery. Leaders have not been clear enough to staff about what they intend children to learn. Some activities are not pitched at the correct level and are not developmentally appropriate for some children. For example, all children across the nursery are expected to follow themes, such as space. Babies are expected to learn about rockets and planets. Leaders acknowledge that these activities are not appropriate for babies and are not best for helping them to reach their full potential. The curriculum does not support all children to make good progress.
- Staff receive support and guidance during supervision sessions and appraisal meetings. They keep up to date with mandatory training, and leaders place high priority on staff well-being. Staff report that working at the nursery is like 'an extended part of the family.'
- Occasionally, there are weaknesses in the key-person system for younger children. For example, when a key person is not present, some younger children

become upset and do not settle for prolonged periods of time. Leaders do not always ensure that other staff members have developed strong relationships with children. This does not support the emotional well-being of some children effectively.

- Staff provide children with healthy foods and are aware of children's individual dietary needs. They teach children about the importance of healthy living and oral hygiene. Hygiene practices are effective, and children talk about the significance of washing their hands before eating. However, the organisation of lunchtime routines for older children is not as effective as it could be. Children become restless as they wait too long for their food. Their behaviour begins to deteriorate. Some staff are not always astute to this and do not give clear messages to children about their behaviour.
- The support in place for children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language (EAL) is strong. Leaders liaise with external professionals to ensure that children have the relevant support. Children with SEND make steady progress, and children who speak EAL gain a secure command of English.
- Parental partnerships are a strength of the nursery. Parents commend the staff on their loving natures. Parents receive newsletters and daily updates about their children's time at the nursery. These partnerships help to provide a consistency of care for children.
- Staff support children's large-muscle skills well. They test children's physical endurance during an assault course and support children to develop new skills, such as learning how to ride a tricycle. Children thoroughly enjoy being outdoors, and their laughter fills the air as they cheer their friends on during races.
- Staff teach children well about the world in which they live. Children enjoy finding out about festivals from around the world. Older children talk about what makes them unique and about activities they take part in for Diwali.

## Safeguarding

The arrangements for safeguarding are effective.

Robust procedures are in place to ensure that staff are suitable to work with children. Staff supervise children well and ensure they are kept safe at all times. Risk assessments are effective, and leaders understand how to ensure that the premises is suitable for childcare. Staff are trained in first aid and understand how to deal with accidents. Leaders have a secure understanding of child protection. They know the steps to take if there is an allegation against a staff member. Staff teach children about e-safety and are aware of the possible indicators of abuse and neglect.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that children are provided with an ambitious curriculum that builds on what they already know and can do	13/01/2023
ensure leaders consider further ways to strengthen the key-person system for younger children when their key person is not present.	13/01/2023

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

- organise lunchtime routines for older children better, to ensure that they are not waiting too long for their food
- support children to gain positive attitudes towards their learning and provide them with clear messages about their behaviour.

## Setting details

<b>Unique reference number</b>	EY470580
<b>Local authority</b>	Bury
<b>Inspection number</b>	10262468
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Little Feet S & D Limited
<b>Registered person unique reference number</b>	RP533164
<b>Telephone number</b>	01204521507
<b>Date of previous inspection</b>	29 October 2018

## Information about this early years setting

Little Feet Day Nursery registered in 2014 and is situated in the Brightmet area of Bolton. It employs 17 members of childcare staff. Of these, 15 hold an early years qualification at level 2 and above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Luke Heaney

## 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 provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and manager.
- The inspector held discussions with the leadership team, staff and children at appropriate times during the inspection.

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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