

# Inspection of Little Footsteps Nursery

30 Columbus Ravine, SCARBOROUGH, North Yorkshire YO12 7JT

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Inspection date: 30 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children arrive happy and eager to start their day at this warm and nurturing nursery. They are excited to explore the calm and inviting environment. Staff prioritise getting to know children when they first start and building secure attachments with them. Children show they feel safe and secure as they happily play alongside their friends and seek staff out for support when needed.

An ambitious curriculum supports children's curiosity to learn. Children throughout the nursery demonstrate an extremely positive attitude to their learning. Staff offer children rich learning experiences that ignite their curiosity and enthusiasm. They actively encourage children to play, explore and experiment with new things. For example, children learn about different textures as they explore jelly, feathers and pumpkins.

Staff have high expectations for the children in their care. They act as positive role models and listen to children attentively and respond thoughtfully. Children behave well. They learn good manners and how to be kind and help their friends. Staff carefully explain the rules of the nursery to the children and praise them for following them, reinforcing their expectations.

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

- Staff provide opportunities for children to connect to the natural world through their forest and beach school sessions. For example, children learn about nature and build on their early investigative skills as they search for insects in the forest. They delight as they find snails, worms and spiders to tick off their minibeast list. Staff extend children's learning and encourage them to explore the natural environment, make collections, learn new skills and play in mud.
- Overall, children's development of communication and language skills are supported well. Staff talk to children as they play, ask them questions and introduce new words, such as 'camouflage'. They give children time to respond before extending language to build on their vocabulary. However, at times, staff do not fully support children's communication development. For example, they do not consistently repeat words back to children, so that they hear the correct pronunciation.
- The two managers work exceptionally well together. They place children and staff at the heart of everything they do. All staff receive targeted training and ongoing, constructive feedback. For example, some staff have recently completed forest school training to enhance the already excellent outdoor teaching that children receive. Staff say that they feel genuinely valued and well supported by the managers and their well-being is given high regard.
- Partnerships with parents are strong. Parents are extremely complimentary

about the nursery. They value the information and support they receive through daily conversations, parent's evenings and online photos. Staff support families with home learning ideas, information and resources. For example, staff share with parents the book of the week, so that they continue to promote this at home with their children.

- Staff plan fun and exciting activities that follow children's interests and move them on to their next steps in learning. For example, children learn about litter and caring for their environment. Staff plant objects, such as spoons, hair clips and cups, in the forest to teach children about things that do not naturally belong there. Children engage well in these planned activities. However, indoors, there are times when staff do not think carefully enough about how they can capture the attention of the younger children. For example, during some focused activities, staff do not always limit distractions around children to enable them to engage fully in the intended learning.
- Staff work in partnership with the schools that children will move on to. They provide information to schools and work together to ensure children have the skills they need before they start. Teachers visit children at the nursery and children have visits to the school. Staff provide school uniform clothing as part of the dressing-up options in the role-play area. This helps to prepare children well when they move on to school.
- Children make their own choices and are supported to be independent learners. The nursery rooms are set up by staff to encourage children to engage in activities of their choice. At snack time, children independently wash their hands, choose their snack and pour their own drinks. Staff encourage children to put on their own shoes and coats, offering verbal encouragement when needed. This helps children to develop independence well.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are clear about their responsibility to keep children safe. They know how to recognise the possible signs and symptoms of abuse. All staff have secure safeguarding knowledge and know the procedures to follow to report concerns. The managers implement a number of strategies to ensure that staff safeguarding knowledge is relevant and up to date. Staff complete regular safeguarding training to help keep them updated with new information and requirements. There are robust policies and procedures in place to ensure that risk assessments are carried out regularly and thoroughly, including areas that children visit, such as the forest. The managers follow a robust recruitment and vetting process to help keep children safe.

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

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

- support staff to model language consistently, to help young children to hear and use the correct pronunciation of words
- support staff to minimise distractions during planned group times with younger children to help maintain their focus and attention skills.

## Setting details

<b>Unique reference number</b>	EY436525
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10305200
<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>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Little Footsteps Limited
<b>Registered person unique reference number</b>	RP531091
<b>Telephone number</b>	01723360719
<b>Date of previous inspection</b>	14 February 2018

## Information about this early years setting

Little Footsteps Nursery registered in 2011 and is located in Scarborough, North Yorkshire. The nursery employs 24 members of childcare staff. Of these, three have an appropriate childcare qualification at level 6, one has a level 5, 14 hold appropriate early years qualifications at level 3 and one has a level 2. The nursery opens all year round from Monday to Friday, except for bank holidays and Christmas. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jennifer Cowton

## 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.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents shared their views of the nursery with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the managers about the leadership and management of the nursery.
- Staff spoke to the inspector 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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