

Inspection of Little Feet Day Nursery

1 Bury New Road, Brightmet, Bolton BL2 6QE

Inspection date: 20 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders and staff create an environment that children enjoy accessing. Babies and toddlers happily look in the mirror while staff engage them in a game of peekaboo. Babies laugh in delight and say 'hi' as they wave at themselves. Staff point and teach babies to identify body parts as they play together. Babies begin to establish a sense of self and learn about the world around them.

Older children learn how to care for themselves. Staff teach children how to care for their teeth. They provide activities which encourage children to use toothbrushes to clean pretend dirty teeth. Children learn about the plaque and use their own toothbrush to clean their teeth after lunch. Children are beginning to learn important skills related to how to care for themselves.

Overall, staff sequence activities that build on what children already know and can do. For instance, over time, children develop key skills ready for writing. Babies develop their core strength as they crawl and climb. Staff also offer activities to develop children's hand muscles. Children focus as they carefully post spaghetti through the holes in a colander. This helps all children begin to develop the physical skills they need to be competent writers in the future.

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

- Since the last inspection, leaders and staff have worked to develop an ambitious curriculum for the nursery. They have sought advice from the local authority and identified areas for improvement. Bespoke training has been delivered as part of the development plan. Staff are enthusiastic and motivated about the education programme they now deliver to children. Self-evaluation is effectively used to develop the nursery, which benefits the children, as they receive a higher quality of education.
- Children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator (SENCo) works closely with families and other professionals to enable children to access the assistance they need. The nursery accesses additional funding for children who are eligible. All children are provided with high-quality support to make the progress of which they are capable.
- Staff know their key children well. Children establish positive relationships with their key person and feel safe and secure. They ask for help and know that their needs will be met. The key-person system promotes children's well-being. Children feel their voice is heard.
- Leaders and staff have developed a curriculum that is designed to meet the needs of children who attend the setting. There is a strong focus on the development of children's life skills as they progress through the nursery. For

instance, children practise putting their shoes and socks on each day. Children have made good progress since the introduction of the new curriculum.

- In the main, staff support children to understand the behaviour expectations for the nursery. Golden rules have been introduced to help children think about what they should be doing. Staff remind children to have listening ears and kind hands as they play. Children's behaviour is good. That said, there are times when staff do not model some expected behaviours. When children are loud, staff can sometimes raise their own voices to be heard. This does not support children to learn expected behaviours through consistent staff modelling.
- On the whole, learning is sequenced so that children develop new skills and independence. Leaders recognise that older children do not yet have the physical skills needed to pour drinks. As a result, adults pour drinks for them. However, they have not considered ways to help children to develop these key skills within their play. Leaders do not always support staff to adapt the curriculum when needed.
- Leaders introduce targeted support for children's communication development. Staff provide children with lots of opportunity through stories, songs and rhymes to develop their communication skills. Babies and toddlers learn simple action songs and clap in delight when they have finished. Older children sing about washing faces and brushing teeth. However, sometimes when staff talk to children, they do not give enough time for children to respond to a question before they answer for them. This does not allow children the opportunity to process questions and share their own thoughts and ideas.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a secure understanding of safeguarding children. The premises are clean and secure. Staff also support children to develop good hygiene practices. Risk assessments are in place to help staff keep children safe. Fire exits are accessible and children can evacuate from the premises safely in the event of an emergency. Staff know and understand the signs and symptoms of abuse and the action to take if they have concerns about a child. Staff speak confidently about the action to take if they have concerns about the behaviour of a member of staff.

What does the setting need to do to improve?

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

- encourage staff to model behaviours for children, in order to increase their understanding of expectations
- consider ways to increase staff understanding of how to best implement the curriculum, particularly with regard to supporting children's independence and

their critical thinking skills.

Setting details

Unique reference number	EY470580
Local authority	Bury
Inspection number	10269670
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	0 to 4
Total number of places	70
Number of children on roll	59
Name of registered person	Little Feet S & D Limited
Registered person unique reference number	RP533164
Telephone number	01204521507
Date of previous inspection	25 November 2022

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 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Burgeen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during lunchtime.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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