

Little Foot Day Nursery

Inspection report for early years provision

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Inspector Laura Hoyland

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Foot Day Nursery registered in 2010. It operates from a two story detached building in Luddendenfoot, Halifax, West Yorkshire. Children are cared for in four main rooms with access to additional rooms for specific activities. There is an enclosed area for outdoor play. The setting serves the local community.

The setting is open Monday to Friday, 7am until 6.30pm, all year except over the Christmas period and Bank Holidays. The after school club opens Monday to Friday 7am to 9am and 3pm to 6.30pm term time and 7am to 6.30pm in the school holidays. The provision is registered for 77 children and there are currently 79 children on roll. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The setting currently supports children with special educational needs and/or disabilities and who speak English as an additional language. The setting employs 16 staff who work directly with the children. Of these, 15 hold appropriate early years qualifications to level 3 and above. The manager holds a degree in early years and two members of staff are working towards Early Years Professional Status. The setting is a member of the National Day Nursery Association. It has attained a five star award for food hygiene from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff warmly welcome all children into the setting. Staff create an exciting and rich environment for all children to ensure that are challenged and motivated to learn. All children progress well towards the early learning goals as staff understand individual needs. Staff are aware of their strengths and areas of weakness, they set realistic targets to drive continuous improvement and are striving to develop effective systems to ensure all children have personalised learning. The setting provides a safe and secure environment for all children although some documentation is not in place to support this. The setting has formed extremely strong links with parents and carers.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessments clearly stating when it was carried out and by whom (Documentation) 06/12/2011

To further improve the early years provision the registered person should:

- continue to develop personalised learning, development and support, tailored

to the needs of individual children

The effectiveness of leadership and management of the early years provision

Safeguarding is a high priority for all staff in the setting. For example, all staff have attended safeguarding training and pride themselves on creating a safe and secure environment. All staff have Criminal Records Bureau checks and are suitable to work with children. This means that children are safe and secure while in the setting. The setting has detailed risk assessments ensuring that all areas inside and outside are safe for the children to access. This means that children can move around the setting safely and freely. However, risk assessments are not signed by the person who has carried them out and although this does not impact children's welfare this is a breach of regulations.

All staff work together to enhance their knowledge of the Early Years Foundation Stage and use this to support children's learning. Planning reflects the majority of children's individual learning and developmental needs and ensures that most children reach their full potential in relation to their starting points and capabilities.

Staff accurately evaluate the setting and identify the setting's strengths and areas of weaknesses. They are able to prioritise aspects of the provision to ensure that there is continuous improvement. Self-evaluation is at the heart of the setting as they continually evaluate their practice and work as a team to strive for continuous improvement. For example, staff evaluate their planning systems and review changes as a team always thinking about the impact on children's development. The team have also developed an action plan to develop the outdoor provision to further support children's learning outdoors.

Staff have formed highly positive relationships with all parents and carers. They share information regarding children's welfare, learning and development on a daily basis and invite parents to meetings to discuss the setting. Staff are working with parents to develop a parent committee known as 'team around the parent'. This means that parents are involved in the majority of decisions made in the setting. Parents are invited into the setting to provide new experiences for children. For example, parents cook, read and hold music sessions with the children to widen their experiences. Information is also shared with other providers. For example, staff have begun to meet with other providers to share information on children's development and share best practice. The setting ensures two-way communication, meaning that parents, carers and other practitioners are fully involved in children's learning and development and each child is supported in working towards the early learning goals.

Staff ensure activities and learning opportunities are adapted to meet the needs of all children. Staff have a good knowledge of each child's background and needs and discuss these with parents to ensure continuity of care which means children's welfare requirements are well met.

The quality and standards of the early years provision and outcomes for children

Children are very settled and eager to explore learning opportunities and their surroundings. They do this independently by self-selecting resources and also by taking part in activities. For example children are enthusiastic when involved in music and movement sessions. This shows that children are developing their confidence and self-esteem. Children can freely access a wide range of resources and know that they can ask staff for additional resources and support if they wish. Children really enjoy their time in the setting and are also very eager to explore outdoors. Children line up and know to hold the safety rail as they navigate steps to the ground floor. This shows that they are starting to understand how to keep themselves safe and also that they feel safe and secure.

Children follow excellent hygiene procedures by washing their hands before snacks, meals and after toileting. They understand the importance of good hygiene routines and discuss washing away 'Jimmy germs'. Children enjoy balanced and nutritious meals and snacks that are meticulously planned by the setting's chef. All staff are aware of children's dietary needs and preferences and children are proud of their place mats that have their photographs and dietary details printed onto them. Children grow their own fruit and vegetables including strawberries, cabbages, tomatoes and peas to develop their understanding of healthy lifestyles. The chef facilitates regular group activities called 'fun with food' to develop children's understanding of cooking and baking using fruit and vegetables. This means that children are learning valuable skills to help them maintain healthy lifestyles in the future. Children exercise regularly by climbing on large apparatus, running and playing ball games to develop their large muscles. This allows children to engage in physical activities and develop skills in using their bodies.

All children are observed continuously by staff who ensure that a rich and stimulating environment is created for all children. Activities and learning opportunities are based on children's interests, age and stage of development and new experiences. For example, children engage in listening to stories and request more stories to be read by staff. Children also access a wide range of information communication technology equipment including a digital table where they access educational games that help them develop in all six areas of learning. Children readily access art materials and make Christmas baubles with paint and glitter. This allows children to develop their creativity and develops their skills in using small muscle movements. The staff strive to plan children's next steps, ensuring that children develop new skills and are motivated to learn. This means children progress well in all six areas of the Early Years Foundation Stage.

The environment is well organised and accessible to all children. The staff use resources accessed in the local community to promote children's development. For example, children visit the mobile library to access a wide range of books and walk to the local parks to engage in physical activities. Children access a wide range of learning opportunities and activities that support their learning and development.

Children display a strong sense of belonging in the setting and behave very well.

This is because all staff regularly praise the children and give clear explanations of boundaries. Children work co-operatively with peers which shows that they are developing respect for others. Children also learn about other cultures and beliefs, this is because staff provide a wide variety of resources which represent other cultures and beliefs including a wide selection of books, figures and posters. Staff develop children's understanding of the world they live in by celebrating many festivals with them including Chinese New Year, Diwali and Christmas.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met