

Footsteps Crche

Inspection report for early years provision

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Inspector Pamela Bailey

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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*.

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Description of the setting

Footsteps Crche is one of many childcare provisions run by the Pre-School Learning Alliance. It opened in 2011 and operates from a room in the Sally Castle Centre, within Ealdham School, in the London Borough of Greenwich. Children have access to an enclosed outdoor play area. The crche is open each week day from 9am to 11.30am during school term times only. The crche is registered on the Early Years Register. A maximum of eight children in the early years age range may attend at any one time. There are currently eight children, who are all two years old, on roll. There are two members of staff, both of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-developed knowledge of each child's individual needs enables staff to promote many aspects of children's welfare and learning with success. Systems to monitor children's progress are in the early stages. Partnerships with parents, the local school and other agencies is a key strength. This contributes significantly to ensuring that the needs of all children are very well met. Children are settled and enjoy learning about the world around them. Their health and safety is promoted effectively overall. Regular self-evaluation by the staff identifies priorities for future development, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- improve the assessment arrangements to provide a clear link with the expectations of the early learning goals
- extend children's understanding of healthy practices by having fresh drinking water readily available for children to help themselves and think about their own personal needs
- improve the frequency of the emergency evacuation procedures so that all children become familiar with the routine in the event of an emergency situation.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among all staff within the crche, all of whom receive training. They regularly attend meetings with other

key agencies and demonstrate a commitment to promoting children's welfare. All staff are appropriately qualified and checks indicate they are suitable to work with children. Staff conduct mostly effective risk assessments and take active steps to ensure the safety of the children, staff and others on the premises. Although, fire evacuation drills are carried out, these are not frequent enough to ensure that all children become familiar with the routine in the event of an emergency. The environment is conducive to children's learning and development. It reflects diversity and staff have up-to-date knowledge of different cultural events, which they include in their yearly planning. The resources and environment are used well. For example, staff develop the outdoor area so that children are able to grow their own fruits and vegetables.

Staff value children as unique individuals. The settling-in process is seen as a crucial period for getting to know each child and their family. This builds bonds and mutual understanding with key people involved in the children's care. Staff organise their time well to ensure plenty of time to build good relationships and exchange information with parents. They use this information well to assess starting points and plan activities. Their positive 'can do' attitude and behaviour supports, encourages and removes barriers to children's participation and achievement. There is a strong focus on ensuring children develop the communication and language skills that are necessary for good behaviour and future learning. The staff are very alert to the early signs of need that can lead to later difficulties. They share information at an early stage with colleagues, parents, and where appropriate, with interagency teams to plan effective interventions. Transition into nursery school is fostered through a process of formalised liaison, visits and information sharing. Parents are successfully involved in their child's learning and receive plenty of information on activities to do at home with their child. Parents confirm that they are delighted with the service provided by the setting. They describe how their child talks constantly about their friends, staff and activities. The staff monitor and assess their own performance effectively. They evaluate what works and what is needed in order to improve. Recent examples include organising workshops where parents can gain information on supporting their children's speech and language. They also arrange trips so that parents become more involved in special events.

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

Children enjoy very good personal relationships and are polite. They are comfortable with adults and form good friendships with others. Children share news about themselves, recognise their photographs and contribution to artwork on display. Children are learning how to keep themselves safe through simple everyday routine tasks. For example, preparing themselves for outdoor play or snacks. Staff ensure children are able to take part in activities where they learn to share, take turns and problem solve for themselves. This helps them to feel valued and have a sense of belonging. It also builds self-esteem and confidence for future learning. Through observations and assessments, staff identify activities that are suited to the children's individual needs. They are provided with the level of

challenge that will retain their interest and enjoyment. However, assessments of children's learning are not clearly matched to the expectations of the early learning goals. This does not make it easy for staff to track children's progress overtime.

Children use their imagination in a variety of role play situations. Staff set up role play areas according to children's interests and what is happening in their lives. For example, children learn about healthy living as they role play in the crche health centre. They pretend to visit the opticians, dentist and paediatrician. They dress up as doctors, nurses or dentists and use specialist equipment to examine or treat their friends. They learn how to clean their teeth and why some people may need to wear glasses. Children have plenty of opportunity to write for different purposes and use information technology. For example, using the telephone and note pads to book appointments or write shopping lists in the crche shop. Children's understanding of healthy living is further enhanced as they grow their own foods such as, strawberries and tomatoes for their snacks. However, fresh drinking water is not readily available for children to help themselves and think about their own personal needs.

Children are able to explore the natural environment and care for living things. For example, they plant and water their own sunflower seeds and observe how tall these have grown by measuring it against themselves. They make marks in sand and learn about objects that sink or float during water play. Children have many opportunities to extend their use of mathematical language, count and understand numbers through a range of practical activities. Children take part and enjoy a good range of activities that help to develop their physical skills. They use small and large equipment confidently and with increasing control. They independently select tools such as, rolling pins and play knives for specific tasks. Children use wheeled toys to travel around showing awareness of other around them, and equipment for balancing and climbing.

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	2

The quality of the provision in the Early Years Foundation Stage

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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	2
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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