

Footprints Nursery

Hunstanton Childrens Centre, Avenue Road, HUNSTANTON, PE36 5BW

Inspection date

Previous inspection date

13/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Staff plan a well-balanced range of activities and play experiences indoors and outdoors based on children's developmental needs and interests. This results in children making good progress in their learning and development.
- Children's developing language is well-supported because staff engage them in conversation, extending their play by introducing new words and phrases.
- The nursery has effective arrangements for helping children to settle when they first attend. Key persons support each stage of children's development, planning well for their moves between rooms within the nursery and for their next stages of learning.
- Children behave well and are confident because staff provide clear guidance about what is acceptable behaviour and consistently praise and acknowledge their achievements.
- Staff place high priority on children's safety. They have good knowledge of how to protect children from harm and implement this well into their practice.

It is not yet outstanding because

- Opportunities for parents to contribute their ongoing observations of children's learning have not yet been fully embraced to ensure their knowledge is used to help shape ideas about how to move children forward.
- There is scope to enhance the outdoor play area by increasing visual stimulation and environmental print to support children's developing literacy skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to members of staff in each room.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Jacqui Oliver

Full report

Information about the setting

Footprints Nursery was registered in 2013 under its current owners. The nursery opens five days a week from 8am until 6pm, all year round, except on bank holidays and for a week at Christmas. Children attend for a variety of sessions. The nursery operates from rooms within Hunstanton Children's Centre in Hunstanton, Norfolk. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. There are currently 31 children attending in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently five staff working directly with the children. Of these, one holds appropriate early years qualifications at level 2 and four hold qualifications at level 3 or above. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen the opportunities for parents to contribute to children's ongoing learning, for example, by recording their own observations in children's development records
- enhance the outdoor play area by providing visual stimulation and environmental print, such as text, number lines and posters, to support the children's developing literacy skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and motivated to learn through play in this inclusive and welcoming nursery. Staff have high expectations of all children based on accurate assessment of their starting points. As a result, children's progress is good, including those with special educational needs and/or disabilities and those learning English as an additional language. Staff develop good relationships with the children and their families and this helps them with their move into the nursery. They gather information about the children's care and learning needs which they use to inform care routines and as starting points for planning. Staff record observations of children's learning in their 'learning journey' book, which enables their progress to be monitored. They demonstrate that children achieve well in all areas of learning and so acquire the key skills for starting school. Parents are kept well-

informed of their children's development, which enables them to be involved in their learning. However, there is scope to further extend ways of supporting parents in sharing ongoing information about their child's learning and development at home in order to ensure that an even more detailed picture of children's overall development is obtained. A summative assessment is shared with parents each term and the progress check for children between the ages of two and three years is completed to enable parents to share information with health professionals.

Staff have good understanding of the Early Years Foundation Stage. They use their knowledge and teaching skills to help children develop their ideas and to teach them how to play cooperatively, take turns and share with their friends. Staff praise children's efforts and this promotes their self-esteem. Staff interact well with the children, supporting and promoting their communication and language skills. They talk to the children, introducing new vocabulary and asking open-ended questions. As a result, children are able to extend their understanding and communication skills. Children are willing to have a go at activities, concentrate well and choose their own way of doing things. These are all characteristics of effective learning. Children have ample uninterrupted time to play and explore and the freedom to become deeply involved in their choice of activity. This helps to support a positive attitude to learning. Children confidently make choices as they access all areas of the nursery. Children are able to follow their own interests and have access to a wide range of resources that are easily accessible. Staff plan a broad programme of activities to cover the seven areas of learning both indoors and out. There is free access to the outside area, which allows children to continue their learning. The introduction of the new outside play kitchen is very successful with children making good use of the real household resources provided for them. For example, they have fun watching what happens to pasta when it is mixed with water. Staff join in with children's play to provide good support and promote children's understanding. They encourage children to problem solve, such as trying out different ways to get the pasta out of the bottle when it expands in the water. Children develop their knowledge about nature and the living world when they explore insects, birds and plants. They grow a range of vegetables in the nursery garden and they learn that plants need water and sunlight to grow.

Children develop their communication skills as they chat to each other as they play and talk confidently to the staff. Older children are encouraged to talk about their family, homes and toys, which gives them a sense of belonging, helping them to feel secure and safe. Staff read stories and support children in developing their listening and concentration skills. Children are helped to understand that print carries meaning. For example, inside there are colourful displays and posters around the nursery. However, this is not yet extended outside to support the literacy skills of children who learn best outdoors. There are many opportunities for children to recognise their names throughout the day. For example, they place their name cards on a board to show they have had their snack and recognise their names on their pegs. They are developing their understanding of letters and sounds as they recognise the letters within their names. Children show good physical skills when using a variety of materials to make marks and practise their early writing skills. This results in older children in the pre-school room being able to write their own names. They also use other tools, such as scissors with increasing control. These activities help children to develop useful skills in readiness for starting school.

The contribution of the early years provision to the well-being of children

The children enter the nursery happily and are warmly greeted by all the staff. The manager and staff are friendly and approachable, which means parents are confident to leave their children in their care. The effective key person system means that staff form very warm relationships with the children and have a good understanding of each child's needs. New children are well supported by staff to ensure a successful settling-in period that is tailored to meet the individual needs of each child and family. As a result, children settle very well and become confident, secure individuals and successfully move forward in their learning within the nursery. Children's self-esteem and confidence are continually encouraged through the praise and encouragement they receive. As a result, behaviour is good. Staff are good role models for children, helping them to learn to be kind and respectful to each other and to look after and share their toys. Children demonstrate good social skills, for example, they patiently wait to take their turn to sit at the snack table. Staff make good use of snack and mealtimes to support children's learning as they develop good self-help skills, build secure relationships and practise their communication skills through being part of a small group. Children serve the food and use knives safely and independently to spread butter on their crackers. They also enjoy pouring their drinks using small jugs. Staff plan the layout of the room to ensure it enables children to access a range of stimulating resources which support children's all-round development and emotional well-being.

Staff care for children effectively with a high priority given to their safety and well-being. They encourage children to develop a good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children are offered nutritious snacks, which include fruit and vegetables. For example children enjoy strawberries brought in from a member of staff's allotment. In addition, children help to grow vegetables, such as peas, in the nursery garden. This also encourages them to develop an understanding of healthy eating. Drinks are always available and children help themselves when they are thirsty. Children show they are familiar with the daily routine. For example, they happily wash their hands before sitting at the table ready for meals. Children benefit from regular fresh air and exercise during outdoor play. Staff record accidents and administration of medication and parents are informed. All staff attend training in first aid and food hygiene, so they can deal with minor accidents or safely prepare food. They carry out daily risk assessments of the environment, toys and equipment to help ensure children's ongoing safety. Children are effectively supported to keep themselves safe, through everyday routines and activities. Fire drills are regularly practised to ensure that all children and staff know how to evacuate the premises quickly and safely in an emergency.

Parents are very happy with the care the nursery provides for their children. There are opportunities for parents and children to share their views and suggestions through regular questionnaires. In addition staff have daily conversations with parents, resulting in good exchange of information to support children's needs. Parents speak highly of the welcoming and friendly environment and are confident their children are happy and settled. Children are well supported in their move from room to room within the nursery. Staff arrange settling-in visits for the children in their new rooms and all individual records

are passed onto the next key person. This ensures continuity and consistency of care in meeting children's individual welfare and learning and development needs. The nursery has developed good links with local schools. Children are well-prepared for starting school as the teachers are invited to the nursery to meet the children. In addition, the children visit the school, which helps them to become familiar with their new environment.

The effectiveness of the leadership and management of the early years provision

The management team and staff demonstrate a very good understanding of their responsibilities in meeting the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff attend relevant training and have a good understanding of the procedures to follow should they have any concerns about children in their care. Staff have recently attended in-house training around safeguarding procedures to update their knowledge. This results in all staff being able to talk confidently about their responsibilities with regard to child protection. Thorough policies and procedures are implemented and all the relevant documentation is in place to promote children's well-being. All staff working in the nursery hold appropriate qualifications and have been vetted through the nursery's robust vetting system. Rigorous recruitment procedures, regular supervision and annual appraisals ensure staff's ongoing suitability. These procedures are well supported by the risk assessments and measures put in place to protect children, such as the key pad on the door to prevent unwanted visitors. Consequently, children play in a safe, secure environment.

The leadership of the nursery is very effective. The management team demonstrate a strong commitment to providing good quality care and education. The manager monitors the planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. Consequently, all children make good progress in their learning. Effective monitoring systems are in place to track children's progress. Consequently, areas for development are quickly identified and plans put in place to address specific areas of learning. Staff have a good awareness of the importance of meeting the needs of specific groups of children, such as those with special educational needs and/or disabilities. This support enables all children to make consistent progress in relation to their starting points. The small staff team work closely together and they are committed to providing good quality provision for all children. The manager identifies training needs to support staff's professional development. Regular staff meetings are organised, providing opportunities for staff to meet together and have discussions about the care and learning opportunities offered to the children. In addition, the staff are encouraged to further develop their professional qualifications. This has a positive impact on the children's learning and development. The nursery uses self-evaluation and reflective practice effectively to set clear targets for improvement. The nursery works well with the local authority advisors support the staff and provide advice and assistance, especially when the nursery is managing change. As a result, they successfully identify their strengths and areas for development to improve their practice.

The nursery has strong partnerships with parents and keeps them well-informed about

their children's learning and day-to-day personal care routines. Information is shared through daily written feedback and conversations with staff. Parents are given an informative welcome pack when their children start at the nursery. Regular newsletters and notice boards enable parents to be familiar with all aspects of nursery. Clear policies and procedures are in place and are shared with parents. All responses from parents spoken to during the inspection are very positive. They comment that they are very happy with the care and learning opportunities provided for their children and that they can talk to the staff at any time. They say that they are kept informed of their children's progress and that staff are preparing their children well for their move to school. The nursery has developed good partnerships with local schools and other professionals and supporting agencies, such as speech and language therapists. This enables them to support families and children, ensure children receive additional help quickly and that everyone is fully included in the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY472336
Local authority	Norfolk
Inspection number	946959
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	27
Number of children on roll	31
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	07717867768

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

