

# Footprints Nursery

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



<b>Inspection date</b>	13 July 2017
Previous inspection date	13 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children who have special educational needs and/or disabilities receive high-quality support in the nursery. Staff quickly identify where there are concerns with children's development. Effective interventions are implemented to target gaps in their learning and help them to progress well.
- The manager and staff team reflect on the effectiveness of the provision and continually look at ways to develop practice further. Staff share ideas from additional learning they have completed to continually improve what is provided.
- Staff work successfully in partnership with parents. They encourage parents to share detailed information about their child on entry. This helps staff to identify children's starting points in learning. Staff share their assessments of children's progress with parents, together with ideas of how parents can support children's learning at home.
- The outdoor area is an exciting environment for children. They engage well in the wide range of opportunities and are active and motivated learners.
- Children build good relationships with staff and each other. Children listen and respond well to staff's instructions and play amicably alongside their friends.

### It is not yet outstanding because:

- Occasionally, staff miss opportunities to provide high levels of challenge and fully extend children's learning during activities.
- Sometimes, opportunities are not readily available to ignite children's enthusiasm to practise their early literacy skills.

## What the setting needs to do to improve further

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

- make the most of opportunities to provide additional challenge for children and maintain high expectations for children's achievements in all activities
- provide a wide range of interesting opportunities, readily available for children to access, to inspire their interest in early reading and writing.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the procedures they must follow if they have concerns that a child may be at risk of harm. Robust procedures are in place for when visitors come to the nursery. They are informed of the nursery's mobile phone policy and do not have unsupervised access to children. Staff are supported to complete childcare qualifications. They access training which is targeted to support the needs of those children who attend. The manager provides opportunities for staff to reflect on their own practice and identify how they can improve further. The manager accesses opportunities to further her own professional development. She shares her knowledge and experience with others. She attends meetings with other managers to help her to keep up to date with the latest developments in effective childcare practice.

### Quality of teaching, learning and assessment is good

Staff support children's mathematical development well. They skilfully follow children's interests as they play and introduce counting and measuring. Children are eager to demonstrate what they know. They count the legs of a spider they have found and place play dough shapes in order, according to their size. Staff plan activities which are targeted to children's abilities and needs. Older children listen carefully as they match sounds to objects. Younger children enjoy using musical instruments and listen to staff's simple instructions to play loudly or quietly. Outdoors, children play creatively. They excitedly tell others they are making cement as they mix sand and water together. Children show good concentration when they take part in focused activities. They follow staff's instructions and name objects as they play a game to help to develop their speech.

### Personal development, behaviour and welfare are good

Staff praise children often. They celebrate children's achievements and good behaviour. This helps children to reflect on their own learning and understand staff's expectations for their behaviour. Children play imaginatively and show an understanding of how to keep themselves safe. They pretend to cook in the role-play area and discuss with staff that they must not touch the oven when it is hot. Visitors come to the nursery to talk to the children about eating healthily and encourage them to try a range of healthy food. Children are encouraged to adopt good hygiene practices. Staff supervise younger children when washing their hands and guide them to ensure they quickly develop independent self-care skills. Children enjoy spending time outdoors. They are busy and active in the fresh air, promoting their physical well-being.

### Outcomes for children are good

Children make good progress from their starting points. Children's communication and language skills are well supported in the nursery and they develop quickly in this important area of learning. Additional funding is used effectively to promote children's speaking skills and to help them become confident in their interactions with others. Children are prepared well for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY472336
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1088260
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	13 June 2014
<b>Telephone number</b>	07717867768

Footprints Nursery registered in 1992. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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