

Footsteps Day Nursery

Inspection report for early years provision

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EY374122

Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Footsteps Day Nursery is one of 24 privately owned nurseries run by Casterbridge Nurseries Limited. The nursery first opened in 1999 and was re-registered under a new company name in 2008. It operates from self-contained premises in a residential road in Farnborough. Children are grouped in rooms according to age and stage of development, with the upstairs rooms used by children aged from three to five years. All share access to an enclosed outside play area and indoor multi-sensory and soft play areas.

The nursery serves the needs of families in the area and the local community. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 129 children aged under eight years. There are currently 98 children on roll. There is one child currently attending with learning difficulties and/or disabilities and five children speak English as an additional language.

The nursery operates each weekday from 07.30 to 18.30, excluding Christmas and Bank Holidays. Children attend for a variety of sessions. An after school and holiday club also operates at the nursery for children aged from five to eight years. The club operates Monday to Friday from 15.15 to 18.00 during term time and from 08.00 to 18.00 in the school holidays. There are 17 full-time and four part-time staff currently working with the children, 15 of whom hold a recognised early years qualification. The setting receives support through a teacher mentor from the local school and the local authority.

Overall effectiveness of the early years provision

The nursery provides a caring environment, which enables children to learn and develop both physically and emotionally. Staff have a good knowledge of the Early Years Foundation Stage (EYFS), although the current planning systems require some improvement to ensure they are fully effective. Children enjoy the benefits of the setting's positive approach to inclusion; all children are valued as individuals and cultural differences are positively acknowledged. The nursery recognises the strength of its provision and staff are continually striving to improve the provision for the benefit of all children. Children are kept generally safe and healthy through the practices, policies and procedures in place. However, the nursery is not consistently complying with one of the specific legal requirements and the daily safety checks of the premises are not robust enough to identify all potential hazards to children.

What steps need to be taken to improve provision further?

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

- further develop the current planning systems by detailing how planned activities can be extended or simplified to meet the individual learning needs of all children

- improve the use of daily safety checks and the monitoring of the outside play areas to ensure that all hazards to children are identified and kept to a minimum.

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

- improve the organisation of documentation and the monitoring of this by management, to ensure all medication forms clearly show prior written permission from parents to administer medication (Safeguarding and promoting children's welfare).

21/11/2008

The leadership and management of the early years provision

Children are protected because the recruitment procedures are thorough and ensure that all staff are suitable to be in contact with children. Staff undergo effective induction systems to ensure they are aware of the most important aspects of the nursery, such as hygiene, safety and child protection. Good encouragement is given to staff to attend training and gain early years qualifications. Staff have a secure awareness of child protection procedures and know how to put these into practice to safeguard children's welfare. There is an expectation that all members of staff undertake safeguarding training as a priority.

Staff work well together as a motivated and effective team and their efforts are often rewarded through the staff member of the month award. The management team are committed to improving the quality of care and the provision of the learning and development requirements. Regular discussions and staff meetings take place to monitor and evaluate the provision and identify areas for improvement. Many areas for development highlighted on the nursery's self-evaluation form have already been addressed, such as child feedback sessions with the pre-school children, and improvement of the outside environment to promote children's learning. Overall, the general organisation of the nursery is effective. However, management have failed to notice that some medication forms are not being completed fully, with prior written permission from parents to administer medication. This is a specific legal welfare requirement and could compromise children's health and safety.

The nursery has ensured that all required policies and procedures are in place and these are also readily accessible to parents. Parents have recently been invited to the nursery so that staff could talk to them about the new EYFS and how this is being implemented. Regular newsletters from each room and feedback from the Parent Nursery Association keeps parents up to date with the latest developments at the provision. Parents also have regular meetings with staff to keep updated about their child's progress, as well as being provided with communication books and written daily sheets for the younger children.

The quality and standards of the early years provision

Children are cared for in a welcoming, child-friendly environment. They enter the nursery confidently and have the benefit of being accommodated in age related base rooms, which helps them to feel settled and safe. All rooms are brightly decorated with the children's work, which creates a relaxed and pleasant environment that children can enjoy. Children use a varied range of safe, good quality and developmentally appropriate resources. These are well-presented by staff and children are able to choose from the inviting range stored at low level in all rooms. Children have daily access to outside play and regularly spend time in the soft play room, developing a range of physical skills. Many older children also take part in extra specialist activities, such as 'Stretch and Grow', French, football and 'Technotots'.

Staff in all rooms have a good working knowledge of the EYFS and use this to plan and implement a broad range of activities and experiences across the six areas of learning. They use various teaching methods to gain children's interest and help them develop. Babies enjoy exploring and feeling different textures, such as lentils, rice, paint, sand and water. They receive lots of cuddles from staff. Toddlers also enjoy messy play and listen intently to stories, repeating the words of the animals they see in the books. Older children engross themselves in role play, write their weekend news in their diaries and borrow books from the lending library to take home and read with their parents. There is a good balance of adult-led and self-chosen activities and staff interact positively with the children. Appropriate observations are made on children throughout the day and these are used to inform future planning. However, it is not clear on the written plans, how activities can be extended or simplified to meet the individual learning needs of all children.

Children stay healthy because they are provided with freshly prepared hot lunches and teas, which are nutritious, varied and well balanced. The chef ensures that dietary requirements are met and has recently created a vegetable patch which the children support him to maintain. Arrangements to minimise cross infection and ensure good standards of hygiene are good. The premises are kept secure, with CCTV in operation, and staff undertake daily checks of their rooms and the outside area. However, these are not robust enough to identify all potential hazards to children, as standing water has been left on a cover over one sand pit and the cover on another sand pit is not fixed properly. Staff are familiar with the nursery evacuation procedure and children practise this regularly. Children's awareness of other cultures and beliefs is promoted through child-centred activities and resources reflecting positive images. Good support is provided to children with learning difficulties and English as an additional language. Staff are skilful in managing young children's behaviour, helping them learn what is acceptable and to develop the ability to share and be caring towards one another.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.