

# Footsteps Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY361824
<b>Inspection date</b>	23/01/2009
<b>Inspector</b>	Georgina Walker

<b>Setting address</b>	89 Station Road, Castle Donington, Derby, Derbyshire, DE74 2NL
------------------------	---

<b>Telephone number</b>	07814 674728
-------------------------	--------------

**Email**

<b>Type of setting</b>	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).

## **Description of the setting**

Footsteps Day Nursery opened in 2008. The facility operates from converted premises in Castle Donington, Leicestershire. The toddler and pre-school rooms are on the first floor. There are ramps to access the ground floor of the premises. A large car park is situated to the rear of the property. There is a secure outdoor play area. The nursery serves families from the local and surrounding county areas.

The setting is registered on the Early Years Register to care for 40 children from birth to five years and there are currently 57 children on roll. This includes children who receive funding for early education. The nursery shares and seeks information in partnership with some other early years settings the children in the Early Years Foundation Stage (EYFS) age group attend. The setting currently supports children who speak English as an additional language. The nursery opens five days a week all year round, except bank holidays, and sessions are from 07:30 until 18:00.

The setting employs eight full-time and four part-time members of staff who work with the children. All of the staff hold appropriate early years qualifications to Level 3. The nursery is owned by the early years qualified manager. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

An exceptionally safe and welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn at Footsteps Day Nursery. Children engage in a stimulating range of experiences, although their knowledge of the wider world is insufficiently promoted. Overall progress is not effectively monitored or shared fully with parents or other EYFS providers. However, there are good relationships between staff, parents and carers and the welfare of the children is promoted to a high standard. A sound knowledge of the welfare requirements has led to the development of relevant policies and procedures by the owner, however in some cases staff do not record all details to fully assist in safeguarding the children.

## **What steps need to be taken to improve provision further?**

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

- develop further the arrangements for assessing children's overall progress and the sharing of information with parents and other EYFS settings the children attend
- adapt the educational programme to ensure all aspects of each area of learning are regularly included with both adult-led and child-initiated activities, with specific regard to developing knowledge of the child's own culture and beliefs and those of other people
- increase the detail in documents used to record information which assist in

safeguarding children with regard to medication, accident and incident records, risk assessments on outings and the contact details of all relevant Local Safeguarding Children Board (LSCB) offices.

## **The leadership and management of the early years provision**

The nursery has been open for six months and formal self-evaluation has not been instigated to identify tasks for continuous improvement. However, any support and advice given by relevant authorities has been acted upon. Staff supervision appraisals and monthly staff meetings have led to the development of a committed staff team whose focus is to ensure children's welfare. A different policy is studied each month to ensure all staff are fully aware, even though they have read them as part of the comprehensive induction. The nursery does not have all relevant LSCB contact numbers. Details in some risk assessments, medication, accident and incident records are incomplete to assist in safeguarding children. However, most risk assessments are extremely effective and are used to promote the safety of the children. The environment is decorated with a wide variety of children's craft work, photographs of them playing and a worthy range of posters which are referred to during play. Resources in low-level storage units ensure children can freely access them which leads to greater independence and making choices. Well-documented hygiene procedures are meticulously followed by staff, the cook and children to prevent the risk of cross-infection. Inclusion of all children has been appropriately considered and settling-in, or transition sessions to the next age group, ensure each child integrates at their own unique pace. Copies of the policies and procedures are available to parents and through consistent discussions and sharing of written information an effective partnership is formed. Parents and carers are encouraged to share what they know about their child through a meaningful list of questions completed on admittance, or when moving to the next age group. However, there is no formal sharing of the developmental progress records with parents, although there are reminders to ask about the records in the monthly newsletters. The setting has developed effective liaison with support agencies and other non-statutory providers delivering the EYFS, but not the local schools. Staff are all appropriately qualified. They attend courses, for example to assist the designated Special Educational Needs Co-ordinator (SENCO), demonstrating their commitment to increase knowledge and support the children. Staff are effectively and efficiently deployed and supernumerary or part-time staff are available to cover absences to ensure ratios are maintained by persons the children know.

## **The quality and standards of the early years provision**

Observation and assessments are effectively used to ensure that children achieve in relation to their achievements and capabilities. A key person for each child ensures staff develop sound knowledge of each child's care and learning needs. The excellent individual planning done one week in advance ensures any member of staff could promote the next steps in the event of the key person being absent. However, the balance of adult-led and child-led activities is insufficient in respect of children developing knowledge of their own culture and that of the wider world. Whilst there is an excellent range of resources providing positive images of

diversity in society, topics, discussions and celebrations have not been instigated to develop the use of the resources and children's awareness and understanding. There is planned, purposeful play and exploration outdoors and every opportunity is taken to use the stimulating outdoor play area or go for a walk in the village.

Children develop a positive awareness of their needs through the good role models of staff who consistently use praise and encouragement. The children are aware of how to behave and are eager to learn. In pre-school a 'happy and sad face' board is used as an effective method of behaviour management as children want to stay on the 'happy face' side. They play in small groups instigating play and share well. Children make decisions about drinks and meals and older children competently serve their own snacks. Progress is developing well in the use of sounds and letters and sign language, which is used in the baby room. Older children use their name cards during their play with good recognition of upper and lower case letters and some write their own name on craft work. Staff ask open-ended questions and children over two learn to communicate effectively, are confident and eager to share their knowledge or ask questions to extend it. The children are taken to the village library and choose their own books or engage in story time. They spontaneously use books in each of the playrooms and enjoy interactive stories. Children are supported to develop problem solving and other mathematical skills especially during baking activities and use words spontaneously when discussing the size and shape of items at snack time. They develop a sense of caring for others and creatures from the natural world as they feed the birds in the garden or discuss their own pets, especially after they saw a cat at the park. Children inform visitors about their life outside of the setting. They are eager to follow the computer programmes and show pride when they complete tasks. Children are encouraged to be active and healthy and they enjoy the activities led by a personal trainer, who visits the setting each Tuesday. Children enjoy mark-making with an extensive variety of tools and media. They use scissors and other tools with dexterity, using paint rollers to cover their hands for hand-printing activities. Children use a wide variety of textures to create pictures during an exciting range of craft activities. Adults teach children to behave in ways that are safe for themselves and others, especially when moving between the playrooms and going downstairs to access the outdoor play or preparing for a walk to the shop. They happily engage in role play, dressing up and use music to sing and dance enthusiastically. Children are engaging in most activities which will assist them in their future life.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://www.ofsted.gov.uk)

## **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 the 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.