

# Footsteps Day Nursery

Inspection report for early years provision

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**Unique reference number** EY386097  
**Inspection date** 26/06/2009  
**Inspector** Sally Ann Smith

**Setting address** 130 Lichfield Road, TAMWORTH, Staffordshire, B79 7SE

**Telephone number** 01827 55861

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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 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 2009. The nursery is privately owned and managed and is part of a chain of settings run by the same provider. It operates from three rooms within a converted house and an additional pre-school unit within the grounds. It is situated in Tamworth, Staffordshire. There is a fully enclosed play area available for outdoor play. The first floor within the house may be difficult for some children to access.

A maximum of 62 children may attend the setting at any one time and there are currently 67 children on roll. The provision is registered on the Early Years Register. The nursery receives support from the local authority and is a member of the National Day Nurseries Association (NDNA).

There are 14 members of staff, two of whom have a degree in early childhood studies and 11 hold an appropriate early years qualification. The remaining member of staff is working towards a degree in early childhood studies.

## Overall effectiveness of the early years provision

Overall the quality of provision is good. The setting is well managed and effectively monitored to ensure that staff consistently meet the requirements of the Early Years Foundation Stage. The manager has a clear vision for the setting, and is fully aware of strengths, weaknesses and action required to further improve outcomes for children. Excellent partnerships are established with parents to ensure that all children are included. As a result, children's learning, development and welfare is fostered well.

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

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

- develop further opportunities for children to develop their own ideas in artwork and displays rather than expecting them to reproduce someone else's picture
- develop further opportunities for all staff to understand their role and responsibilities in the event of a fire.

## The leadership and management of the early years provision

Staff are valued and included by the manager and owner who encourage their contributions and suggestions to improve all areas of care and learning for the children. Individual staff talent, knowledge and skills is recognised and as a result they are given specific roles and responsibilities within the nursery. Regular appraisals and staff development ensures that a programme of continuing professional development is in place. An ongoing system is in place to evaluate

and reflect on practice which means that staff are continually looking at ways to enhance the quality of care, learning and development they offer. The strong leadership and enthusiasm of the manager is embraced by staff who are motivated and keen to work collaboratively in the best interests of all children. A comprehensive range of policies and procedures are available to staff to ensure that all aspects of the Early Years Foundation Stage are consistently implemented.

Staff establish positive relationships with parents and they are keen to seek parents' views with regard to their child's needs. A variety of strategies are used to ensure information is regularly shared through discussion and written format and parents are encouraged to put forward suggestions to improve practice.

Staff have a good understanding of safeguarding issues and how to protect children in their care. They are fully aware of the signs and symptoms of abuse and the required steps to take should they have any concerns. They are also familiar with procedures should an allegation be made against a member of staff. Robust risk assessments both inside and outside are consistently adhered to by all staff so that children are safe. Fire drills are regularly practised, although not all staff have been involved in these.

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

Staff interact with children very positively, cuddling, smiling and mirroring young babies' sounds. Older children are engaged in activities to encourage speaking and listening skills and extend their vocabulary. Good use is made of circle time to discuss special events, news and celebrations which support children to develop their speaking and listening skills. A range of methods are used to develop children's appreciation of stories and books whether this be independently or in a group. They enjoy making up their own stories and exploring the use of rhyming words and regular visits to the local library further promote children's interest in books.

Children regularly make choices regarding their play and staff ensure that the environment is stimulating and attractive, and resources are accessible to all children so that they can learn independently. Resources are placed at children's level so that they can help themselves and make decisions about their play. Younger children are fascinated with the sensory bottles and listen to the noises they make when the bottles are shaken or look closely at what is inside. They explore a range of different textures and materials in the various treasure baskets that are available. Staff support children well as they have a good understanding of how children learn. They ask carefully posed questions so that children talk about what they are doing and work out solutions for themselves. For example, in the garden staff discuss a problem with the children in that the cook has no vegetables to cook for lunch. The children suggest that they can help by picking cabbage and beans that they have grown themselves. Spontaneous and planned observations enable staff to also gauge children's responses in a range of situations. Information is gathered from these to develop an individual record of each child's learning and development and plan for their next steps. This information is retained in children's profiles.

Children enjoy a range of art and craft activities enabling them to develop their creative talents. Younger children explore with paint using their fingers, hands and feet. Older children learn to name colours and experiment with mixing different colours together. They learn, for example, that blue and yellow make green. Displays are evident in all the rooms although much of the artwork is led by staff rather than valuing children's own ideas.

Children's health is particularly well promoted as they learn about healthy eating and living. They enjoy participating in cooking activities. Menus incorporate a wide range of healthy and nutritious foods to tempt children's taste buds. Menus are varied and include a range of different foods from around the world. For example, children enjoy cous cous and naan bread. Children begin to learn about the wider world as they celebrate different festivals and celebrations and a good range of resources are available to choose from, such as dual language books and skin tone paints and crayons. Books explore people's differences, cultures and religions. Children have a fun and enjoyable time and are actively stimulated throughout the day.

## 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.	2

### 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?	2
How well does the setting work in partnership with parents and others?	1
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?	1
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

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