

# Footsteps Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY234198
<b>Inspection date</b>	11/09/2009
<b>Inspector</b>	Shirley Delaney
<b>Setting address</b>	Sherbourne, Old Hedging Lane, Dosthill, Tamworth, Staffordshire, B77 1LD
<b>Telephone number</b>	01827 268082
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## 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).

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.

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## Description of the setting

Footsteps Day Nursery in Dosthill is one of four registered provisions privately owned by Footsteps Day Nurseries Limited. It was registered in 2002. The setting operates from of a dormer bungalow in a mainly residential area of Tamworth. It operates over two floors with access to the first floor via a stairway. The setting serves the local area. It has strong links with the local school where they operate a school wrap-around service, including before and after school club and holiday club. There is a fully enclosed outdoor area available for play. The nursery opens Monday to Friday all-year-round, except for public bank holidays. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions.

The setting is registered to care for 55 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 101 children attending who are within the Early Years Foundation Stage (EYFS). The setting receives funding for free early education for children aged three and four years. The setting supports children for whom English is an additional language.

There are 15 members of staff who work with the children. Of these, all have appropriate early years qualifications. One member of staff holds a Foundation Stage degree. The setting receives support from the local authority early years advisory team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress towards the early learning goals because staff have a secure knowledge of the Early Years Foundation Stage framework and use their knowledge to largely provide children with effective support. Staff work with parents and other services to identify children's needs and promote their inclusion. Documentation, procedures and records are clear and generally ensure children's care and welfare is successfully promoted. The management team have a strong commitment to continual improvement. They have good systems in place to review and evaluate the provision, which effectively include interested parties, such as staff, children parents and regular visitors to the setting.

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

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

- develop risk assessments to ensure they are completed once a year and all risks for children are effectively identified and minimised (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare

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Register).

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

- further develop staff knowledge and systems in place to further support children for whom English is an additional language.

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

Staff have a secure knowledge of child protection and their role in safeguarding children. They demonstrate awareness of how to recognise signs of abuse and neglect and they have clear knowledge of procedures to be followed if they have concerns for children's welfare. In general there are effective records, policies and procedures in place to support the care and welfare of the children. However, whilst risk assessments are completed for the premises they are not always thorough. As a result, risks are not rigorously identified and some risks remain for children. Vetting procedures are robust and ensure all staff have completed thorough checks prior to being left unsupervised with children. Strong systems are in place for staff induction to the setting and for their continued support and professional development. Access to training is sought to develop individual skills and secure expertise for the setting. The investment in staff support and training and their enthusiasm for working as part of a team to improve outcomes for children has a positive influence on the attention children receive to their care and learning.

The management team have a clear vision for the setting and a strong commitment to continuous improvement which is underpinned by the processes in place to secure staff's involvement. This is demonstrated through the positive steps taken to implement a system for management to work in co-operation with staff within each room of the setting to evaluate their practice and its influence on outcomes for children. This results in the formulation of specific action plans which are addressed to enhance the provision for children's care, learning and development. As a consequence, staff make effective use of resources and continually reflect upon how they can further develop the learning environment for children. Parents and regular visitors to the setting are encouraged to comment on their observations and experiences within the provision and their feedback is reflected upon and used to influence improvements to the service provided. The management team demonstrate real drive and enthusiasm in their goals for development of the setting. They value staff's professionalism through promoting their development, enhancing their roles through identifying areas of additional responsibility and consulting with staff regularly using a range of methods of communication. This ensures staff are well informed and play a responsible and supportive role in the continuous process of reflection on the service provided to children and their families.

There are robust systems in place to support good levels of communication with parents. Initial introductions begin with a home visit and start the process of

effective communication to promote continuity in the care children receive. Parent's views are valued and they are kept well informed and involved in the setting through a wide variety of mediums, which keeps them up-to-date with current information. They have good opportunities to contribute to discussions and records detailing their child's progress and become involved in identifying next steps in their child's learning. This enables parents to be included in plans in place for their child's development and extend learning opportunities within the home environment. Staff work well in partnership other provisions accessed by children within the Early Years Foundation Stage. They have established firm links which promote the effective sharing of information to support joint working to meet children's individual needs. Staff work with parents to find ways to value the home language of children who speak English as an additional language. However, the range of support is not fully developed. The setting promotes equality of opportunity through introducing children to differences and introducing and acknowledging religious and cultural aspects of the wider community.

## **The quality and standards of the early years provision and outcomes for children**

Children achieve well in their learning and development as they receive a good level of support from staff who demonstrate clear knowledge and understanding of the Early Years Foundation stage. They provide children with a good level of support and encouragement and their interaction in children's play and learning experiences is purposeful, which promotes reinforcement and extension of children's learning. The staff observe children as they play and from the information gathered identify next steps for children's learning. The key-worker system in place facilitates staff getting to know children well which enables them to determine suitable levels of challenge depending on the individual child's learning and development needs. They plan a wide range of activities for children which encompass all areas of learning alongside which they offer children opportunities to follow their own interests and make choices. As a consequence children benefit from a balance of self-initiated and planned play experiences and make good progress towards the early learning goals.

Staff's enthusiasm and their focus on promoting children's learning experiences by following their interests and providing them with choice, means that children are interested and keen to be involved in a wide range of learning experiences. This promotes a firm foundation for future learning. Children have good access to electronic equipment and communication technology. They are eager to use the computer equipment and demonstrate great skill in selecting programmes and operation of the mouse. The children are well behaved and respond positively to strategies staff adopt to manage their behaviour. They are developing an awareness of the needs of others and diversity as they learn to share, co-operate and become involved in activities and experiences designed to broaden their awareness of their own and other cultures and religions. Staff have high expectations for children's behaviour and children show good levels of concentration and co-operation. For example, during carpet times in the pre-school room the children are reminded of rules and they are also given the opportunity to identify tasks for which they will be responsible during that session. As a

consequence children are aware of the expectations for their behaviour and demonstrate a sense of responsibility. Children sit quietly, take turns, listen to adults and their peers and express themselves with confidence secure in the knowledge that their thoughts and options are valued. Group times across the nursery encompass a multitude of learning opportunities which are reinforced by their regularity. For example, during carpet time pre-school children have occasion to count, problem solve, recognise their names and learn about the world around them. Younger children have many of the same opportunities but they are tailored to their needs. For example, whilst older children recognise their written names and many are able to spell their names using the name card as a prompt. Young children are introduced to their names using cards which include their name and a photograph. However, children for whom English is an additional language do not yet have full and comprehensive support, to develop their use of English alongside the use of their home languages in their play and learning. Children's creative development is effectively fostered as they have good opportunities to engage in dressing-up, role play, singing, arts and craft activities and play with musical instruments. They all benefit from the involvement of an outside practitioner who visits regularly to engage children in music making and movement to music. As a result children are imaginative as they act out experiences in the home corner. They are familiar with a wide range of musical instruments and show enjoyment and enthusiasm in listening to the different sounds they make and playing them.

All children have good access to the outdoor facilities and pre-school children in particular benefit from the free-flow arrangements in place. The frequency and ease of access for older children to the outdoor play space enables them to have continual access to fresh air and exercise and introduces them to habits that promote the development of a healthy lifestyle. Daily snack times are a regular opportunity for reinforcement of children's awareness of a healthy diet and food that is good for them to eat. Older children who make their own choice when to have their snack discuss healthy eating during carpet time. They make use of the five portions a day chart displayed in the room to identify and calculate which of the fruit and vegetables they have eaten during the day. Opportunities to explore with natural materials develop children's awareness of the natural world around them. For example, sand, soil and water are freely accessed outdoors and heuristic play is promoted in all areas of the nursery. Children learn to tend to plants they are growing in the outdoor play space. They grow flowers and food, such as carrots, courgettes, potatoes and peas which they reap and consume for their dinner once prepared by the cook. The children have opportunities to discuss aspects of their health and safety. For example, pre-school children took part in an event which involved a parent, whose profession is dentistry introducing them to dental hygiene, care of their teeth and safe use of dental equipment. Rising twos and early threes demonstrate awareness of safe practices as they sit on their bottoms in preparation for descending the stairs safely. Very young children demonstrate they feel safe as they seek the reassurance of staff when they are settling-in on arrival and when tired.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 07/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 07/10/2009