



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY257595

DfES Number:

### INSPECTION DETAILS

Inspection Date	06/10/2003
Inspector Name	Gill Pollard

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Footsteps
Setting Address	Shrewsbury Road Oswestry Shropshire SY11 4QB

### REGISTERED PROVIDER DETAILS

Name	Walford & North Shropshire College
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### ORGANISATION DETAILS

Name	Walford & North Shropshire College
Address	Shrewsbury Road Oswestry Shropshire SY11 4QB

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Footsteps Day Nursery opened in 2003. It operates from five rooms in a purpose built centre, in the town of Oswestry. The setting serves the local area.

There are currently 96 children from birth to 8 years on roll. This includes 18 funded 3 year olds and 10 funded 4 year olds. Children attend for a variety of sessions. The setting supports children who have special needs or children who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 8:00 to 18:00. Seventeen staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The group use some of the High Scope principles.

### How good is the Day Care?

Footsteps provides unsatisfactory care for children.

The well-qualified staff are friendly and approachable, they interact well with the babies, sitting at their level and caring for them in a gentle manner, meeting their individual needs.

The children play outside in a purpose-built tarmac area with soft matting under the sea-saws, there is a play house and a shed to store the outdoor toys.

There are sufficient toys and equipment in all of the rooms, but in some areas lack of organisation results in the children not maximising the benefit of the activities provided.

There is a behaviour management policy which is shared with the parents, but poor organisation can allow children to demonstrate unwanted behaviour when the staff are inattentive.

There is a problem with the heating in the nursery which results in the nursery not being maintained at a comfortable temperature.

Hygiene procedures to prevent the spread of infection are not consistently in place.

Partnership with parents is in place, but some parents feel they would like more information about what their child does in the older children's room.

#### **What has improved since the last inspection?**

Not applicable, as this is the first inspection.

#### **What is being done well?**

- A prospectus is available for parents and there is a complaints procedure in place.
- Staff in the baby room are sensitive to the individual babies' needs and they care for the babies in a gentle manner.
- All of the documents and written agreements set out in the National Standards are maintained in good order. They are readily accessible and available.

#### **What needs to be improved?**

- availability of proof of satisfactory vetting of staff on the premises;
- procedures for staff deployment and details of what activities will be provided;
- availability of plans for activities and play opportunities for the children's overall development in the Kindergarten room;
- the temperature in the nursery to ensure it will always be comfortable;
- procedures to ensure radiators are safe or inaccessible;
- procedures to ensure that the premises are secure and that children are unable to leave them unsupervised;
- communication with parents regarding children's progress;
- practices to prevent the spread of infection.

#### **Outcome of the inspection**

Unsatisfactory

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### The Registered Person must take the following actions by the date shown

Std	Action	Date
3	plan a range of activities and play opportunities for children's overall development in the kindergarten room;	06/11/2003
4	ensure that the premises are maintained at an adequate and comfortable temperature;	06/11/2003
6	make sure that radiators are safe or inaccessible;	06/11/2003
6	make sure that premises are secure and that children are unable to leave them unsupervised;	06/11/2003
6	make sure that electric sockets in areas accessible to children are fitted with socket covers.	06/11/2003

### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	proof of satisfactory staff clearances must be available on the premises;
2	provide an action plan including how staff will be deployed within the provision, how and what activities will be provided and how the continuing training needs of staff will be met;
7	ensure good hygiene practices are in place regarding the storage of dummies and use of tissues;
12	consider ways of improving communication with parents regarding children's progress.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Footsteps Nursery offers nursery education where there are significant weaknesses in enabling the children to make progress towards the early learning goals.

Staff have a good knowledge of the foundation stage curriculum and early learning goals and plan a wide range of appropriate activities covering the stepping stones. In small groups staff interact well with the children and continually praise them, but unwanted behaviour is sometimes overlooked. Staff miss opportunities to extend children's learning by asking open-ended questions and challenging them to think. Opportunities to count in everyday practical routines are also missed. Conversations about everyday events and families are not promoted. The room is well resourced but due to lack of organisation and leadership a lot of staff time is not spent working directly with the children. Organisation of the art area and the books in the book corner inhibit children's independence. A key worker system enables staff to record observations and assessments on the children which inform future plans. Individual education plans (IEPs) can be drawn up for children with special educational needs.

The leadership and management of the nursery has significant weaknesses. There are no room supervisors and poor organisation, with no one person taking overall responsibility for supervision of the children. Monitoring and evaluation of the effectiveness of the nursery education has not taken place. Appraisals and supervision do not take place.

The partnership between parents and staff is generally good. Parents feel that they are kept informed about the nursery if they ask staff. Curriculum plans are displayed for parents to see. Opportunities for parents to be fully involved in their child's learning are not fully developed, for example, parents are not formally encouraged to share what they know about their child or be formally involved in their learning.

### What is being done well?

- Staff continually praise children for their achievements.
- Staff's clear understanding of the Foundation Stage curriculum and early learning goals leads to well-planned activities for the children.
- Staff interact well with the children in small group activities.

### What needs to be improved?

- organisation of staff time and resources;
- management of children's behaviour;
- opportunities for children to count in everyday routines;

- opportunities for children to talk about their families and everyday situations;
- opportunities for children's learning to be extended;
- opportunities for parents to be encouraged to share what they know about their child and to be involved in their child's learning.

#### **What has improved since the last inspection?**

Good progress has been made in addressing the four key issues from the last inspection. Significant changes to planning and assessment have resulted in a balanced range of activities being made available for the children and most aspects of the six areas of learning being covered. Sharing of information with parents is limited and presently only done verbally but there are plans to make this more formal by having an open evening. The development of children's physical skills is generally good. New resources have aided this development. A SENCO is in place and a special educational needs policy which has regard to the Code of Practice is available for both staff and parents.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children's personal, social and emotional development has significant weaknesses. Children are able to select activities themselves and think about what they are going to play with at planning time, encouraging their independence. They are eager to show staff what they have made. Staff continually praise children, but sometimes unwanted behaviour goes unnoticed. Poor organisation sometimes leads to children roaming around aimlessly and staff being engaged in activities away from the children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Development of communication, language and literacy is generally good. Children enjoy singing songs. Opportunities to extend learning by adults through open-ended questions are sometimes missed. Children talk confidently with each other when playing in the toy shop. They are encouraged to find their own name at registration and snack time. Children have many opportunities to mark-make. Books are stored inappropriately in the book area and children are unable to readily find one.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's mathematical development is generally good. They are familiar with, and enjoy, singing number rhymes. Sometimes adults miss opportunities to count with the children in practical everyday routines. Children recognise numbers through number puzzles, dominoes and an abacus. Children explore shapes in puzzles and construction sets and have completed worksheets to consolidate this learning. A range of resources is available to promote skills of matching, sorting and sequencing.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Development of knowledge and understanding of the world has significant weaknesses. Children have opportunities to compare similarities and differences when looking at patterns. A wide range of construction sets, a computer and scientific equipment is available to extend learning. However adults miss opportunities to further extend children's learning when they are playing in the sand and children have few opportunities to talk about their families or past and present events.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Promotion of physical development is generally good. Children move confidently when using the outdoor area and have an awareness of space and others. Children have good opportunities to develop their gross motor and fine manipulative skills through a range of both planned and spontaneous activities, for example climbing, throwing, play dough and jigsaws. They use a range of tools with increasing control. However there needs to be a consistent approach to hygiene practices.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children's creative development is generally good. They use a range of materials to explore colour, textures and shape. However access to the art trolley and painting easel is restricted and inhibits children's independence. Children's own work is displayed on the walls and they particularly enjoy musical sessions where they have opportunities to explore sound. Children play imaginatively in the toy shop and take on the role of the teacher when playing together in the writing area.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- organise and manage children's behaviour, staff time and resources to enable children to learn more effectively;
- provide opportunities for children to talk about their families and everyday situations, to count in everyday routines and to have this learning extended by staff;
- encourage parents to share what they know about their child and to be involved in their child's learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*