

# Footsteps Nursery (Paulton)

Inspection report for early years provision

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**Unique reference number** EY430081  
**Inspection date** 12/12/2011  
**Inspector** Mary Daniel

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**Type of setting** Childcare - Non-Domestic

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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 Nursery (Paulton) registered in June 2011. It is a privately owned nursery operating from within a newly built Children's Centre situated in Paulton, Bath and North East Somerset. It has a sister nursery based in Culverhayes, Bath. Children have use of two main indoor play rooms, both with integral toilet and nappy changing facilities. There is an enclosed outdoor area, which can be sectioned to provide play areas for children's different ages and stages of development.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It may care for a maximum of 36 children aged under eight years, of whom no more than 12 may be under two years at any one time. There are currently 16 children on roll. The nursery is in receipt of Government funding for three and four year olds. The nursery is open Monday to Friday from 8.00am to 5.30pm for 50 weeks of the year. The owner/manager is a qualified primary teacher and employs six staff, of whom all are qualified or are currently undergoing training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued and welcomed at this friendly nursery where their individual needs are recognized and respected. They enjoy a range of worthwhile play experiences, which effectively support their learning and developmental achievements. Positive relationships are made with parents, although systems to share information on children's developmental progress with other providers they attend are not yet fully established. A positive approach is given to developing continual good practice and evaluation systems are being established further so that all aspects of the provision are consistently monitored.

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

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

- review the risk assessment systems so that they cover anything with which a child may come into contact, with particular regard to the garden area
- develop further the systems of self-evaluation so that all aspects of practice are effectively monitored, to support ongoing aims for improvement
- develop effective systems of sharing information with other providers children attend, to promote ongoing consistency in the delivery of the Early Years Foundation Stage framework for every child.

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

Children's welfare is promoted well overall. Staff continue to update their knowledge of safeguarding issues and clear procedures are in place to follow should a concern arise. Policies are detailed and shared with parents, which helps to form clear communication links. Risk assessments are completed and effective security systems are implemented to help keep children safe. For example, visitors are signed in and passwords used with those collecting children for their parents. A high ratio of staff to children is maintained, which supports staff in supervising children well. This helps to minimize accidents, although at times some safety issues within the garden are not promptly assessed. Staff recognise children's individual routines through their ongoing discussions with parents. For instance, they know when children are getting tired and need to sleep. This helps children feel secure, knowing their needs will be met and they settle easily for a nap. Staff provide a positive approach to making ongoing improvements and training plans are being implemented to further their understanding of children's needs.

Children play in bright, attractive play rooms, which are well organized to provide sufficient space for them to move around easily. They engage in, and independently access a good range of exciting activities and play resources that effectively enable them to explore their own interests. For example, toddlers enjoy clambering over the large soft play bricks. They lie across a wobbly triangle shaped brick and smile when they gently slide off. This activity helps them begin to develop their balance and control of their bodies. Children like to cuddle and play with their multicultural dolls and tuck them up with a blanket. They use play foods reflecting other cultures in their role play games. This encourages their early awareness of the differences within their world. Strong, supportive relationships are formed with parents and their involvement in their child's learning is encouraged. For example, staff and parents use 'Wow' moment stickers to share children's special achievements. Some links have been made with other agencies involved in children's care. However, ways of sharing information on children's developmental needs with other providers that they attend are not yet fully implemented. This impacts on the continuity in ways in which they are consistently provided with activities to help them achieve. Improvements are continually made. For example, planning systems have been reviewed to provide more flexibility in following children's lead in their play. Plans are in progress to develop the outside play area. This will enable children to independently access different learning experiences both in and outdoors. This shows staff actively review the provision offered, although some aspects of practice are not as consistently monitored.

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

Children become involved and absorbed in their play. For instance, they decorate their Christmas stockings and watch the patterns they make as they trickle the glue onto the paper. They enthusiastically shake the glitter over this and add

different coloured and textured beads to make their pictures. Children show interest as they use the small snowman hole puncher to make a border for a card. They push down hard on the punch to make each shape. This helps them develop the small muscles needed for their later writing skills and supports their understanding of simple technology. Children use their developing number skills confidently within their play. For example, they say they are 'three' years old. They start to match the triangle, square, circle and rectangle shaped bean bags to the corresponding shaped container. This effectively promotes their early awareness of simple mathematical issues. Staff use their observations of children's play to provide activities that build on their existing skills and interests. This helps them plan a variety of exciting play experiences to effectively promote children's individual developmental stages. However, sufficient use is not always made of some daily routine activities. For instance, to further promote children's independence skills of pouring drinks or preparing food at snack times.

Children enjoy their singing sessions and enthusiastically sing their alphabet song. They are praised for their early recognition of letters in a game where they identify objects matching the sounds that they hear. This effectively encourages them to start linking sounds with letters. Children enthusiastically remember repeated refrains of stories. For instance, they join in with 'huffing and puffing' in a favourite story about a wolf and some pigs. As a consequence, their early reading abilities are promoted very well. Children learn about their natural world as they play outside. They talk about the leaves that have fallen off the trees and use these in their painting activities. They see a beautiful rainbow in the sky and excitedly tell staff about the red, yellow and green colours they see. They happily play in the home corner, where they make their pretend meals. They climb into a large cardboard box with a friend and pretend this is their car. This supports children well in developing their imagination and acting out their ideas in play. Children work well together in activities and start to solve simple practical problems in their play. For example, as they help their friend to fit the pieces of a favourite jigsaw together. Consequently, children start developing the necessary enthusiasm for learning, which will provide a sound foundation for their future development.

Children know they need to wash their hands before eating their meals and do so readily. They learn that this helps to get rid of any germs that may make them feel unwell. Children are encouraged to follow healthy lifestyles. For example, they have great fun exploring the large garden area, where they climb the grassy slope and run round the trees. They squeal with laughter as it starts to rain and they run to shelter in their outdoor 'dens'. Children enjoy a well-balanced menu of foods for their mealtimes. They talk about foods that keep them fit and healthy and enjoy regular opportunities to play outside in the fresh air. Children learn about keeping themselves safe from harm through gentle reminders given within activities. For example, so they learn to use scissors sensibly or why they should walk inside so they don't hurt themselves. Children behave very well. Staff act as good role models and keep appropriate boundaries. Positive reinforcement is used with gentle humour to which children respond easily. This effectively helps them in learning to share their toys and be kind and helpful. They take turns in being the special helper of the day, which helps to boost their self-esteem. As a result, children play happily together and feel valued and welcomed in their playgroup.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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:

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