

# Footsteps Nursery Canwell

Inspection report for early years provision

---

**Unique reference number** EY442340  
**Inspection date** 16/07/2012  
**Inspector** Patricia Webb

**Setting address** Old London Road, Canwell, Sutton Coldfield, Staffordshire,  
B75 5SD  
**Telephone number** 0121 3083547  
**Email** canwell@footstepsnurseries.co.uk  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Footsteps Nursery Canwell was registered in 2012 and is one of a number of settings owned by Footsteps Day Nurseries Ltd. It operates from four rooms set out over two floors in converted premises in the village of Canwell, in Sutton Coldfield. There are fully enclosed areas for outdoor play. The nursery is open from 7.30am to 6.30pm, all year round.

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 35 children at any one time. There are currently 40 children on roll in the early years age range. The nursery has systems in place to support children with special educational needs and/or disabilities and children from families where English is an additional language. The setting follows the HighScope philosophy in its operation.

There are eight members of staff who work directly with the children. The manager is supernumerary. Many of the staff hold level 6 qualifications and one member of staff holds Early Years Professional status (EYPS).

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are truly active learners in this highly stimulating and exciting setting. Staff weave the HighScope philosophy very effectively into the delivery of the Early Years Foundation Stage enabling every child to make significant progress in all aspects of their care, development and learning. The owners and senior management team have an accurate assessment of the impact of the provision on young children's attainment and constantly review and assess practice to bring about continuous improvement. Consequently, children become masters of their own learning and gain skills through experiential activity that is well planned by passionate and highly skilled practitioners.

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

To further improve the high quality early years provision the registered person should consider:

- extending the opportunities for parents and carers to contribute to the policies and practice within the setting, for example, by implementing the parent forum system.

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

Children benefit greatly from the established leadership and management of the organisation as they embed exceptional practice in the setting. Safeguarding is a high priority and staff show a mature confidence in their knowledge of responding to child protection matters should they have any concerns. All staff and housekeeping staff have undergone suitable training in this aspect to ensure all children are safe. Stringent systems are in place to ensure that all staff working with children are vetted and suitable. The management has devised systems to assess staff's ongoing suitability and all staff are fully aware of the impact their personal conduct may have on their professional roles. Robust and detailed risk assessments are conducted by staff in all aspects of the provision. They consider the layout of various areas within the setting, using benefit risk analysis to consider how children can learn about managing some hazards. This enables children to gain skills in making risk assessment for themselves.

The experienced and committed management of the setting is reflected in the identification of key skills and talents within the staff team. All staff feel valued and respected for the ideas and insight they bring to their role of enabling every child to make strides in their development and learning. They are justifiably proud of their professional approach to the delivery of the Early Years Foundation Stage, sharing their knowledge and talents to enhance children's experiences. The owners invest highly in offering staff excellent training opportunities and this produces a passionate and very professional team that delivers consistent, high quality provision. Collectively, they have an accurate view of the impact the practice has on children's outcomes. The views of all involved have been sought and used to inform the self-evaluation process. From this, the management team has drawn up an action plan for the future detailing the areas for further improvement and development.

There is a highly respectful partnership with parents who express deep appreciation of the provision. Parents speak with great affection about the way in which their children have 'blossomed' whilst at the nursery. They find the staff 'fantastic' and appreciate greatly the opportunities for their children to 'get dirty' as they play. They know that children's exploration of their environment enables them to build key skills for the future. Parents comment on how their child's progress is shared and cite the way in which they can share what children have done at home to contribute to children's developmental progress. The organisation has plans to set up a parent's forum to give further opportunities to contribute to some decisions and practice.

Every child is supported by their key workers who know each character very well. Children gain an awareness of the differences in society as they access positive images of diversity in resources, both commercial and custom made. For example, pictures are used to create a pictorial timetable for routines and babies and toddlers delight in leafing through their own personal books. These hold photographs of their family members, familiar views and places and some family

celebrations.

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

Donning their wet weather gear, children decide to engage in outdoor activities. The designs of their various wellingtons are discussed as children plan their activity in the forest school area. They consider the safety aspect of crossing the car park and know how important it is to wear their high visibility waistcoats to be seen and be safe. Digging with gusto in the mud provides opportunities to discuss the rain making the mud, and children uncover the various worms and other wildlife found buried there. A game of travelling on the bus, that was instigated by the children indoors, is now recreated in the outdoor area. Cut off log seats are used and choruses of 'The wheels on the bus' ring round the wooded area with children using 'Makaton' sign language freely. Babies and toddlers delight in crawling over the wet grass as they run their fingers through the grass and settle in the hiking shelter to enjoy cuddles and songs with staff. Children's developmental records show how they crawl through the tunnel embedded in the grassed hillock, roll down the hill with glee and use effort and endurance as they clamber back up the slope.

Children have tended their plants with care, picking the lettuces for adding to their lunch and counting the number of tomatoes that are ripening ready to eat. They hone their critical thinking skills as staff use effective questioning techniques to prompt problem solving. For example, children consider how to facilitate moving plastic ducks down a wooden chute, they think and conclude that some water will have to be poured down the chute. Children's emotional development is also acknowledged as they are supported in coping with significant events in their home lives, such as, moving house or the arrival of a new baby. Such exceptional learning comes about because staff have high expectations of what and how children can learn. As confident and skilled practitioners they use their excellent knowledge of the Early Years Foundation Stage and their developing understanding of the HighScope philosophy to engage children in the 'plan, do and review' cycle. Staff undertake careful and pertinent observations of each child and assess using developmental scales to plot children's attainment. They complete periodic summary assessments that are shared with parents who appreciate the honest appraisal of their child's all round development. This helps particularly when children are preparing to move to another setting.

Children's health and well-being are very well promoted. They discuss the importance of washing hands and making sure that germs that are 'invisible' are washed away. Older babies can choose when they sleep as they crawl to the low level beds and settle down at their own instigation. Children's medical needs are identified during initial home visits and through discussion with parents. The cook checks each day to ensure that meals and snacks are suitable for each child attending. Children benefit from freshly cooked meals and tuck into the home-made bread each day with relish. Babies are ably assisted and supported in beginning to feed themselves as they sit in the whole setting social group, this

instils a strong sense of belonging in the setting.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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)



