

Footsteps Nursery Canwell

Old London Road, Canwell, Sutton Coldfield, Staffordshire, B75 5SD

Inspection date	19/10/2012
Previous inspection date	16/07/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All children achieve their potential within an idyllic rural location.
- Practitioners work collaboratively to create an environment of trust, respect and dignity.
- Children's health and safety is awarded utmost priority.
- An extensive range of captivating learning opportunities enable children to explore, develop and make sense of the world.
- The HighScope philosophy is expertly weaved through the curriculum.
- The provision improves outcomes for every child through high aspirations and highly effective practice.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activity in the playrooms and the outside learning environment.
- The inspector held a meeting with the management team.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and carers, and of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about 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, 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 and there are currently 55 children on roll. It has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting follows the HighScope philosophy.

There are eight members of staff who work directly with the children. The manager, who is qualified to degree level, is supernumerary. All practitioners are qualified to at least level 3 and many are working towards a degree. One member of staff holds Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance opportunities for children to visit different parts of their local community.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Play underpins the delivery of the Early Years Foundation Stage. All children have ample opportunities to play indoors and outdoors, and children learn with enjoyment and challenge. There is an excellent balance of child-initiated and adult-led activities. Children make outstanding progress and thoroughly enjoy their time at the provision. The highly stimulating and well-equipped environment successfully reflects children's backgrounds and the wider community. Practitioners successfully build upon children's existing skills and promote positive attitudes to learning. Assessment, through high quality observations, is sharply focused and the information gained is used very effectively to guide planning. Educational programmes have breadth and depth across all areas of learning. The rich, varied and imaginative experiences are delivered by a team of highly competent and knowledgeable practitioners who have a clear understanding of how children learn.

Children adore their forest school experiences and happily don their fleeces and high-visibility jackets before making their way across the car-park. At the entrance to the wooded area, children beam in delight as the practitioner whispers about the 'magic' on the other side of the gate. Children creep quietly down the winding path to the fire circle where they play boundary games and learn to explore safely and without getting lost. Children talk excitedly about the people and creatures who live in the woodland, such as fairies, wizards and animals. They follow a glitter trail which leads them to two tiny fairies and sit in awe as the practitioner tells them a story about fairy houses being destroyed by a little dragon. Children jump up to help build new homes from bark, sticks, moss and

leaves. They work independently, in pairs and in small groups. When they reunite, children make decisions about how to spend the remainder of their time in the wood.

In the mud pit, children use spades to dig. Others hunt for bugs, and become fascinated by the worms, spiders and a butterfly which lands on a nearby stone. Practitioners create a wealth of exciting activities within the enchanting, magical environment, such as leaf threading, mud printing and counting logs. Children learn directional and positional language through a range of fun games and are introduced to vocabulary, such as 'in', 'out', 'fast' and 'slow'. They delight in finding items of interest which they attach to their 'sticky strips' and all children take pleasure warming soup in the kettle over the fire. As their time in the woodland nears an end, children help to evaluate their experiences and they line up and throw an item from the floor as far as they possibly can to demonstrate their enjoyment. Back at the provision, the atmosphere buzzes with a real sense of exhilaration. Children develop confidence and self-esteem through inspirational, practical, hands-on experiences.

The contribution of the early years provision to the well-being of children

Children's understanding of safety is reinforced through invaluable discussions about road safety, stranger danger and fire safety. In the woodland, children tread carefully along the uneven pathways and look out for low branches and stinging nettles. Older children are fully aware of the importance of fresh air, exercise and eating healthily. They talk about appropriate clothing for different types of weather, how to 'keep the bugs away' and foods that are good for the body. Children are actively involved in planting, growing, harvesting and tasting activities and spend time tending to their crops, such as beetroot, potatoes and onions, in the vegetable patch. Baking activities consolidate children's understanding of healthy lifestyles and children help themselves to snacks through an effective cafe-style system. Children develop a sense of independence and responsibility as they dress themselves, use toilet facilities unaided, wipe their noses and tidy away their toys.

Children of all ages display a wonderful sense of belonging and form sincere and trusting attachments to adults. Practitioners recognise and praise effort as well as achievement, enabling each child to develop a very positive sense of identity. The environment supports children's choices to be active or to rest, and practitioners act as highly positive role models. The indoor and rural environment is used exceptionally well, although there is scope for staff to build on and enhance children's knowledge of local people and communities. Nevertheless, practitioners strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. Relationships are excellent and practitioners are sensitive in their management of children and of their behaviour. Children are consistently inspired and motivated by the learning opportunities provided. As a result, their behaviour is exemplary.

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

Arrangements for safeguarding are robust, and the environment is safe, secure and supportive. The provision has established clear management responsibilities in relation to child protection, including designating relevant staff. All practitioners know and fully understand safeguarding issues and how to implement procedures. Excellent systems are in place with regard to risk assessments, and exemplary organisation of routines means that all children grow in confidence and have opportunities to shine. Robust vetting and recruitment procedures are implemented and all safeguarding regulations are meticulously met. Concise policies, procedures and strategies are in place to protect children's welfare. Promotion of equality of opportunity is at the heart of the provision. All children are valued, and provision for children with special educational needs and/or disabilities and those who speak English as an additional language is exceptional.

Concerted action to involve parents and carers contributes to improvements in children's learning, well-being and development. Feedback from parents indicates the extraordinary level of satisfaction they feel, and comments such as 'clean and light with a warm atmosphere', 'the service has been exemplary', and 'stimulating, bright and interesting', epitomise their views. Parents are provided with valuable opportunities to share their thoughts and feelings to help shape future provision. A passionate and cohesive team of practitioners share a common vision to engage key agencies and improve things for children and their families. There are clear strengths in all aspects of leadership and management and actions taken by the management team are well targeted and carefully planned. A culture of reflective practice, self-evaluation and informed discussion consistently improves the quality of provision for all children. Practitioners are fully committed to every child and to building the foundations for their future success. As a result, children flourish within a nurturing environment.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY442340
Local authority	Staffordshire
Inspection number	884460
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	55
Name of provider	Footsteps Day Nurseries Limited
Date of previous inspection	16/07/2012
Telephone number	0121 3083547

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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