

# Footprints Day Nursery

18 Reedsfield Road, ASHFORD, Middlesex, TW15 2HE

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 14/11/2012 |
| Previous inspection date | 20/06/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- Children are happy and enjoy their learning. The key-person system is effective in establishing secure and trusting relationships between parents, staff and children.
- The indoor environment welcomes all children. Staff create clearly defined play and learning areas, such as for sensory exploration, role-play and the book corner.
- Children's literacy development is well supported by the story telling skills of staff, availability of mark-making and writing tools, and displays of print around the nursery.
- Staff work closely with parents to find out about children's individual needs. This ensures consistency and continuity of learning support between home and nursery.
- The manager's thorough use of self-evaluation is inclusive of the views of parents, staff and children. Strengths and weaknesses for improvement are realistically prioritised.

### It is not yet outstanding because

- Staff have yet to develop knowledge of specialist strategies to support children's communication and language development.
- While children have good access to computers, the range of technology resources offered to children is minimal, which impacts on other areas of learning.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and spoke to children and staff who were based in one large, but divided room.
- The inspector held a meeting with the manager.
- The inspector spoke to a number of parents taking account of their views.
- The inspector looked at children's assessment records, documentation relating to planning, staff suitability, children's health needs, and the setting's quality improvement processes. The inspector also observed the effectiveness of the nursery's health and safety procedures.
- The inspector carried out joint observations with the manager throughout the day

## Inspector

Amanda Tyson

## Full Report

### Information about the setting

Footprints Day Nursery registered in 2007 and operates from a newly converted single storey building, situated in a residential area in Ashford, Middlesex, Surrey. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The premises has three

rooms available for play activities. Children aged under two are cared for in a room with integral nappy changing facilities. One large room is currently divided into space for children aged two to three years and for children aged three to five years. All children share access to a secure outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are in receipt of funding for free early education for children aged three and four years. There are currently 37 children on roll in the early years age range. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. There are seven members of staff employed, in addition to the manager. Five staff including the manager are qualified to level 3. Three are working towards achieving a qualification.

### **What the setting needs to do to improve further**

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

- strengthen the programme for supporting communication and language skills further by a) providing staff with specialist training opportunities, and b) introducing story props, such as pictures, puppets and objects, alongside books.
- provide a wider range of technology for children to select and use for particular purposes, such as for carrying out investigations both indoors and outside.

### **Inspection judgements**

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

Overall, children make good progress in their learning and development. Staff carry out observations of children's play and learning, which provide a generally good profile of their starting points, any gaps in achievement and continuous progress towards the early learning goals. Each child has an individual learning plan, which takes generally good account of their developing interests and needs. These are agreed with parents with whom staff regularly share information. As a result, children receive consistent support between home and nursery. Staff work in close partnership with external agencies involved with children who have special educational needs and/or disabilities to close gaps in achievement in readiness for school. Play and learning areas are clearly defined and, in the main, are well presented to encourage children's interest. For example, pre-school aged children prepare and serve 'latte's' in the pretend play coffee shop. The cash tills encourage children to use their developing numeracy skills and the displayed menus and price labels raise children's awareness of print. Two-year-old children act out what they

are learning about their immediate world in the well equipped home corner. Babies enjoy creating different sounds with pots and pans and wooden spoons in cosy dens, and exploring texture difference in the sensory corner. Sand play is well resourced to encourage children to explore and experiment with mathematical concepts, such as weight, volume and capacity. Children make marks with their hands, brushes and different writing tools, both inside and outside and demonstrate good pencil control. By the time they leave for school most children are able to recognise and write their name and many alphabet letters and sounds. The nursery has very recently learned that the local school teaches children to write in cursive script, which they now intend to adopt. Book corners in all rooms are cosy and well stocked, which encourages children to visit independently. Children enjoy regular trips to the local library and the animated storytelling skills of staff. Staffs fun use of language during circle time discussion provokes excited debate from the children. Children are keen to share their experiences, such as a weekend visit to 'the Santa Pod Raceway' or family Diwali celebrations with the group. Staff have started to use some recognised tongue exercises for helping individual children with speech and language delay. Staff learn key words in children's home languages which are displayed for everyone to see and use. However, staff have yet to develop knowledge of, and skills in using, a range of specialist strategies, such as using sign language and story props for supporting children with additional needs. Children aged from two years have access to computers which they use with skill, but overall the setting is not very well equipped with technology resources to support children's all-round learning, for instance when they are exploring outdoors. Parents say that children are always talking about individual staff, their friends and particular activities they have enjoyed at nursery. Parents appreciate greatly the strong relationships established between children and staff. They receive monthly newsletters which inform of special events and themes, such as the sponsored walk, Diwali and Christmas celebrations.

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

Children are cared for in a warm, welcoming, clean and well maintained environment which is equipped with play and learning resources to effectively support most areas of learning. The manager monitors the effectiveness of risk assessments and checks that agreed care practices and procedures, such as for administering medication, are followed. Children's independent creative work, mark making and writing is attractively displayed at children's eye level, which raises children's self-esteem and helps to foster a sense of belonging. Babies enjoy seeing themselves in mirrors. They are helped to understand about themselves and others through the books staff make for them, using photographs provided by parents. Relationships at all levels are very positive. Staff understand their key person responsibilities well and make time to get to know children and parents individually. Parents clearly feel welcome because they often stay to talk to each other and staff when they arrive to collect at the end of the day. Children all know the manager, whom parents and staff describe as very approachable. Children with additional health needs are well cared for by staff who receive specialist first aid training and who work closely with parents and external agencies involved with them to support specific needs

Children are happy, safe and secure. Young children are reassured by the familiar routines

of the nursery that help them to understand what will happen next. For instance a young toddler takes himself straight to the snack table after seeing staff returning from their lunch break because he recognises this as being nearly time for fruit. Children are used to joining up with other age groups and staff for mealtimes and this prepares them well for the transition of moving up to the next room when the time comes. Children play cooperatively and form firm friendships with each other. Pre-school children show their understanding of the nursery rules, such as for registering their name for a turn on the computer and activating the sand timer to ensure fairness.

Children are developing good levels of personal independence. Babies are encouraged to feed themselves. Toddlers are encouraged to have a go and pour their own drinks at mealtimes and pre-school children serve their own meal portions and dress themselves for outdoor play. Pre-school aged children demonstrate a good understanding of safety as they wait patiently for other children to move away from the bottom of the slide before they go down.

Children enjoy a balanced daily diet which promotes cultural diversity and caters for children's special dietary needs. Parents provide children with suitable outdoor clothing which enables them to enjoy outdoor play, even when it is really muddy or wet which of course children love. The garden provides good outdoor play space which staff use well to encourage children's physical development and to support children's good health. For example, the conifer trees become a forest where they go in search of a bear. Staff engage children in chasing games, which make them squeal with laughter and helps to ensure they keep active. Children practise balancing skills by stepping in and out of giant tyres, and learn to use pedalled toys. When in working order, children also enjoy playing in the sand pit and play house. Children enjoy regular trips to the park where they are further challenged by more advanced apparatus and take part in sponsored walks.

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

The manager demonstrates a good understanding of her responsibilities for meeting the requirements of the Early Years Foundation Stage. All records and documentation required for the safe and efficient management of the nursery are in place and effectively shared with parents. Policies and procedures have been recently reviewed and updated to reflect new requirements; for example, with regard to the use of mobile phones and cameras, whistle blowing and managing staff performance. Management and staff have completed appropriate child protection training and are clear about their individual responsibilities to safeguard children's welfare. Risk assessments are effective in identifying and minimising potential hazards and the effectiveness of procedures, such as for recording administered medication, are closely monitored.

Since the last inspection, when the manager was very new in post, a new staff team has been appointed. Processes for monitoring children's progress and development through the use of observational assessment, the organisation of the environment, and quality of teaching practice have all improved greatly and continue to be monitored. The nursery's

capacity for sustaining ongoing improvement is demonstrated by the current focus on redeveloping the outdoor play area, and for promoting cursive script to better prepare children for school.

Procedures for recruiting suitable staff and for managing staff performance have also been significantly strengthened. Staff are fully vetted by the criminal records bureau and references are sought and interrogated before staff are appointed. Each member of staff has a personal development plan and receives regular one to one supervision from the manager. Children's individual care and learning plans are discussed and agreed. Professional development needs are identified and where possible enabled through training. For example, room leaders now have access to external leadership training. The positive impact this has had on the outcomes for children is that good quality mentoring is now provided by room leaders to other staff. The provider has secured places for staff working with the two year olds to assist them further with the requirement to complete the two year progress checks. However, opportunities for staff to develop their teaching practice to a level of expertise through training are restricted.

Parents' views are sought through the use of questionnaires and acted upon. There are effective systems in place for sharing information with parents about children's welfare and learning and the day to day operational plan of the nursery. The setting work closely with external agencies to support children with special educational needs and/or disabilities.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### 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

|                                    |                            |
|------------------------------------|----------------------------|
| <b>Unique reference number</b>     | EY343597                   |
| <b>Local authority</b>             | Surrey                     |
| <b>Inspection number</b>           | 887968                     |
| <b>Type of provision</b>           | Full-time provision        |
| <b>Registration category</b>       | Childcare - Non-Domestic   |
| <b>Age range of children</b>       | 0 - 5                      |
| <b>Total number of places</b>      | 24                         |
| <b>Number of children on roll</b>  | 37                         |
| <b>Name of provider</b>            | Footprints Daycare Nursery |
| <b>Date of previous inspection</b> | 20/06/2011                 |
| <b>Telephone number</b>            | 01784 257747               |

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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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