

# Footsteps Day Nursery & Preschool

Chalfont St. Peter Football Club, Mill Meadow, Gravel Hill, Chalfont St. Peter, GERRARDS CROSS, Buckinghamshire, SL9 9QX

<b>Inspection date</b>	27/11/2012
Previous inspection date	Not Applicable

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

## The quality and standards of the early years provision

### This provision is good

- The senior management team are enthusiastic and have consistently high aspirations for the service provided and consequently all the children attending.
- Children are happy and enjoy the time they spend in the nursery. They actively participate in a wide range of worthwhile activities in a warm, caring, and fun environment.
- Parents comment very positively on the good quality care and education offered and the welcoming and helpful staff who help them be involved in the children's learning by keeping them well informed about their child's progress.
- Children enjoy the free access to the outdoors, and planned activities there, such as the forest school and allotment enable children to make good progress.

### It is not yet outstanding because

- Not enough information is gained from parents about children's home languages to enable staff to extend all children's learning and help them to value difference.
- Whilst books are used in the large nursery room they are not displayed attractively or used effectively to promote and support children's independent interests and learning in other areas.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the children at play and the staff engagement with them
- The inspector viewed children's learning journals
- The inspector discussed leadership and management with the manager
- The inspector talked to staff about safeguarding, forest school and their activities.
- The inspector observed the forest school.

## Inspector

Lynne Lewington

## Full Report

### Information about the setting

Footsteps Day Nursery and Pre-school is situated within Chalfont St. Peter Football Club in Chalfont St. Peter, in Buckinghamshire. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting offers full day care. There are currently 66 children on roll in the early years age range. The setting is open Monday to Friday from 7:45am to 6pm for 51 weeks of the year. The nursery has two play rooms with appropriate toilet and changing facilities within easy access. A kitchen

is on site where a qualified cook prepares and cooks all snacks and meals. A separate office and staff facilities are available. There are extensive outdoor spaces available, including an enclosed play area leading off the main play room. Children can attend full time and/or part time sessions. The manager holds a Level 4 qualification in Early Years and is currently undertaking a Foundation Degree. There are 12 members of staff; half have Level 3 early years qualifications.

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

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

- display books attractively in all areas to engage children's interest and use them to support the children's experiences and learning
- improve opportunities to recognise children's home language, for example using songs in their own language and simple greetings that all children can learn.

### **Inspection judgements**

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

All children are generally working comfortably within the typical range of development expected for their age. Staff monitor progress through good quality observations which are used to inform plans to encourage potential next steps in learning. Good care is taken to monitor progress in partnership with parents ensuring all involved have a good understanding of the child and their individual needs. Two-year assessment checks are undertaken in a professional manner and in consultation with parents.

Children develop their independence skills well and are developing a healthy awareness of safety and good health and hygiene routines. They enjoy outdoor activities developing their physical skills as they use wheeled toys and a variety of outdoor equipment. They demonstrate increasing skill at mark making as they use chalk and paint and some competently attempt to write their names. Mathematical awareness is encouraged through puzzles and construction toys as children show increasing awareness of quantity, shape, size and position. Some staff seize opportunities to encourage children to count, for example, the chairs or people at the dinner table. These simple opportunities add meaning of quantity for children.

Children are developing their understanding of the world through the use of simple computer technology and activities encouraging awareness of the natural world. Many

competently use the mouse to select and click a chosen item in a computer game and they enthusiastically learn about nature through forest school activities. They grow vegetables in the allotment, which are cooked and used in their meals. Attractive presentation of art and craft materials, sand and role-play resources inspires children to concentrate as they create their own 'master pieces' and to dress up and act out real life and imaginary experiences. For example, a young child carefully nurses a doll and with concentration and developing physical skill gently places the doll in a carrycot, covers it carefully with blankets ensuring the dolls face is uncovered. She tiptoes away and then comes back, murmurs to the doll lifts it and gently pats its back. She is demonstrating an ability to be gentle and is practising meeting the needs of someone else, perhaps just like her mummy does to a sibling.

Staff read to children throughout the day encouraging awareness of the written word and fuelling imagination. However, while there are good quality attractive fact and fiction books available they are not displayed attractively to encourage children's interest sufficiently or used around the setting to support activities and learning. Staff sing action songs with children enabling them to increase their abilities to remember, recall and enjoy the fun and repetition of songs.

Overall, staff generally interact well with the children and provide a broad range of learning experiences that they enjoy. Children are supported well to acquire skills and interests, to build self-confidence, curiosity and ensure their readiness for school.

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

Staff place a high priority on ensuring young children's personal and emotional development is promoted effectively. The foundation for this is a strong key person system and good communication. Parents develop confident relationships with all staff but particularly with the key person. Parents know their child's key person, and this helps children to feel safe and secure, particularly for young babies. They ensure that children's daily routines are met, and individual needs known, through face-to-face discussion. Daily diaries for all children also help to ensure parents are kept well informed of their child's day at the nursery

Daily routines enable children to feel confident and secure in the setting. They provide a sense of order and familiarity which is reassuring to young children. They are learning to take care of the resources. For example, they are all encouraged to help tidy away the play resources before lunch, an activity signaled by a particular song. Looking after the resources helps to ensure they are available for use another day. Staff are also conscious of recycling and make excellent use of items. For example, a very large cardboard box provides an excellent 'den' for the babies, who explore its darkness with great interest. Some engage in a game of 'peek-a-boo' when a mesh scarf is used to cover the entrance enabling them to engage with the adult in a fun way.

Space is used effectively throughout the setting to provide children with a spacious and interesting play environment where they can explore and experiment with the resources

available to them. Low-level storage and ample tabletop and floor space enables children to independently make choices and play comfortably where they wish.

Children demonstrate an increasing awareness of how to keep themselves healthy. For example when they are going to forest school they talk about health and safety. A rhyme helps them to remember the rules that children are able to quote 'Stay together and do not pick and lick because I will get sick'. Children are well behaved because staff have a positive and consistent attitude to managing behaviour.

Displays throughout the setting, celebrate the children's achievements and provide an opportunity for name recognition. Transition between the baby room and the main room is carefully planned and discussed with parents ensuring children settle confidently. The nursery liaises with external agencies, welcomes the support of the local authority adviser and makes links with local schools to ensure continuity of care is promoted.

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

Staff demonstrate a confident understanding and knowledge of safeguarding and welfare requirements, including the procedures to follow should they have any concerns. Policies and information regarding safeguarding are displayed enabling staff and parents to see them easily if they wish. Staff know how to report and record concerns and have attended appropriate training. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so. Effective measures are in place to risk assess the environment, ensure it is secure and ensure that it can be safely evacuated in an emergency.

The enthusiastic senior management team has a strong commitment to monitoring and improving the service they offer. Self-evaluation highlights the progress they have made in the short time they have been open and how they intend to continue to develop the service. They have a worthwhile action plan of priorities. The management team support and help with professional development of the staff through regular staff meetings and annual appraisals. Staff are expected and encouraged to participate in continuous professional development to enable them to offer the best opportunities to young children.

Inclusive practice is evident throughout the nursery and children's needs met generally well. Children learn about cultural events and parents support them by sharing knowledge. For example, children learned about Diwali. However, staff do not seek sufficient information about children's home languages to enable them to hear and use them in the setting.

Parents praise the setting very highly. They appreciate the formal parents' evenings which are held regularly to discuss children's ongoing development and feel the staff is very approachable and knowledgeable. The parent's newsletter helps to share important information and promote good relationships. A book loan system is also in place. This helps to encourage parents and children to share a story at home, emphasizing the

importance of reading to children. Staff work well with external agencies and other settings to meet the diverse needs of the children so that they will receive appropriate interventions and support when needed.

### The Childcare Register

The requirements for the compulsory 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>	EY430730
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	772769
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	68
<b>Name of provider</b>	The Partnership of Chalfont St Peter Football Club
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07939881846

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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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