

Footsteps Day Nursery

40 Reading Road, Farnborough, Hampshire, GU14 6NB

Inspection date	30/04/2013
Previous inspection date	21/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 have many exciting and interesting opportunities to undertake sensory play including the 'Mud kitchen' in the garden.
- Staff are confident and have a good understanding of all aspects of the Early Years Foundation Stage and effectively support children to learn through their play.
- The Key person system is strength of the nursery as it enables staff to know their key children well and plan for their ongoing development.
- Children of all ages are encouraged to be independent and this has resulted in them being confident individuals who enjoy the learning experiences that are on offer.

It is not yet outstanding because

- Staff provide a good range of resources overall, although there are fewer for babies to explore outside and for other children to practise their early writing skills in different situations.
- The links with parents and other early years providers are not fully secure in ensuring that they are all consistently aware of the children's ongoing development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspection was undertaken by two inspectors, one of whom concentrated on observing in the pre-school rooms the other in the rooms for the younger children.
- Both inspectors observed the interaction between the staff and children.
- Both inspectors talked to staff, children and parents.
- Both inspectors sampled the observations undertaken on the children and other paperwork linked to their care.
- A joint observation was undertaken with the manager of the nursery.

Inspector

Amanda Shedden and Kerry Iden

Full Report

Information about the setting

Footsteps Day Nursery was one of 24 privately owned nurseries run by Casterbridge Nurseries Limited. It was bought by and was re-registered as Bright Horizons in July 2012. The nursery first opened in 1999. It operates from self-contained premises in a residential road in Farnborough, Hampshire. Children are grouped in rooms according to age and stage of development, with an upstairs room used by children aged from two to three years. All share access to an enclosed outside play area, an indoor soft play areas and a dance studio. The nursery serves the needs of families in the area and the local community. The group is registered on the Early Years Register. There are currently 98 children on roll. Children with special educational needs and/or disabilities and for whom English is a second language are supported. The nursery operates each weekday from 7.30 am to 6pm, excluding Christmas and Bank Holidays. Children attend for a variety of sessions. There are 32 full-time staff currently working with the children, 22 of whom hold a recognised early years qualification. The setting receives support through a teacher mentor from the local school and the local authority.

What the setting needs to do to improve further

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

- extend the resources in the garden so babies have a wider range to explore and investigate
- extend links with parents and others so they are regularly liaise about children's development
- extend mark making activities for children to develop their early writing skills in more areas of their play.

Inspection judgements

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

Children enjoy coming to the nursery where their uniqueness is valued and they are offered a good level of support. Staff have a good understanding of children's development and how it links into the Early Years Foundation Stage. This has resulted in children making good progress in their learning. The effective key person system enables staff to know their key children well and to promote and consolidate children's learning

through their day-to-day interaction. They know what interests them and use this knowledge to support different areas of their learning. For example, they encourage children's creativity by making shields due to their interests in knights.

Children are very confident, they move between the different base rooms and shared spaces throughout the nursery both inside and out. Children are motivated and enthusiastic and staff join in with child-led play. Children understand the routines of the day well, taking responsibility at different times, such as at snack and mealtimes.

All children have many opportunities to develop their senses through play. The outdoor environment is particularly rich in opportunities for children to explore and investigate using their senses. For example, they make cakes and mud pies in the muddy kitchen and experiment with water and bark under the shelter of the trees. They enjoy investigating the mini beasts that hide under logs and in the natural garden. Young children enjoy a range of sensory materials running their fingers and slapping the paint on the table, moving and feeling the sensation of gloop on their hands. They use jugs as they pour water in and out of learning about volume as they play. Older children predicate which objects will float or sink. The positive interaction from the staff promotes their learning and understanding as they ask useful questions allowing children to contribute their own knowledge and ideas.

Young children's language and communication skills are fully promoted; they talk clearly to the children and repeat clearly what they think they have said. They are skilled at interpreting babies' babble and praise them when they attempt new words. Older children are encouraged to use describing words, such as 'squishy', 'sticky', and 'soft' as they make play dough and describe how it feels. They are learning about change as they mix different ingredients together measuring carefully the amount they need. Children talk excitedly about the changes they can see and feel as changes occur as they mix them together. Children are very pleased with the results and proudly take it into their room to show their friends what they have made and learnt. Children's writing skills are developing within the pre-school areas. Staff support them as they label their work and children use their names cards to add their name to art work. Mark making is promoted in the younger age groups as they use their fingers to move paint and gloop around, using crayons to draw with, all of which help develop early writing skills. However, older children are less able to practice mark making in different areas of their play. This slightly reduces opportunities for them to practise these skills in different situations.

Staff consistently promote children's learning by asking open-ended questions, their knowledge of the individual child enables the questions and level of support to be individual to each child. They are aware of the next steps in children's learning and good quality interaction is reflected throughout the nursery.

Each child's key person carries out assessments of the children's learning. However, they do not consistently share this information with parents or with other providers of the Early Years Foundation Stage. Parents are however, fully involved when children change rooms and when the required progress check for children aged two years is undertaken. Parents are given weekly letters with information from each room so they are aware of the experiences their children are having and how they can extend their child's learning at

home.

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

The key person approach supports children who are new to the setting very well. Each young child has a 'personality bag' where they keep photographs and small resources from home which is used to help them settle. Good quality information is exchanged before a child starts and this supports continuity of care and education. Together these help the child to feel secure.

The nursery environment offers children a rich learning experience. The combination of displays of children's work, and ready access to the garden for most children and the effective staff are conducive to children learning. The resources are of a good quality and displayed to encourage children of all ages to become independent as they self-select what they wish to play with. Each age group have their own base room and garden with appropriate resources in each. Children develop their independence and exploration skills as they self-select the resources and choose what activities to become engaged with. However the babies have less opportunity to choose from the available resources when they play outside. The garden has fun and interesting resources overall, including a muddy kitchen, which offers good physical opportunities for children to investigate. Staff position themselves at different areas to encourage children's learning. For example, through water play a staff member encourages children to pour water from the water trough down the pipes to collect at the bottom water tray. Children concentrate hard as they focus to get the water successfully in the tube without spilling any.

Children are developing a good understanding of how to keep themselves and others safe. For example, children from the pre-school complete risk assessment checks with staff in the garden before other children use it. Staff have extended this successfully to help children learn the practical skills needed to keep themselves safe when near the roads. As children take part in 'Pre-school patrol' they learn the safe ways to cross the roads and understand about different dangers.

Children develop an understanding about keeping healthy and are supported to become independent in their self-care skills. They wash their hands at appropriate times knowing that it is to get rid of germs. They blow their noses and dispose of the tissue in the nearby bin. At lunch time all children are very independent they serve themselves and pour their own drinks. They grow vegetables in the garden and help prepare them for their meals. There is a child size preparation kitchen with appropriate sized utensils and work bench for the children to use. Children are often involved in helping to prepare meals and snacks with the nursery chef. They recently helped cut up vegetables such as cauliflower, which many children declare they now like. All of these activities help children develop skills for the future and give them an understanding about how to prepare food and where it comes from.

Children's behaviour is good. There is an effective system in place throughout the nursery where even the youngest children learn about positive behaviours, such as using 'kind hands'. Staff concentrate on promoting positive behaviour and even the youngest children

learn about the concept of turn taking. This helps them learn to play cooperatively with others.

The nursery is proactive in helping children move onto school. Reception teachers are invited in to meet the children and discuss their progress. Role play areas are created so children can use their imagination as they play 'schools'. This area has uniforms, books, and pictures of the different schools they are going to move onto. At times during the day older children group together where they share ideas and have discussions. This encourages them to sit and listen to others and concentrate for periods of time all of which help them move onto their next stage in their learning.

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

Children are effectively safeguarded, procedures are in place and staff are vigilant in ensuring that the environment is clean and safe for children. All staff have undertaken safeguarding children training and the systems in place support staff if they had a concern about a child. The delivery and collection of children is effectively monitored by the staff to ensure that the door is only opened to people they know or who have their identification checked. Staff supervise children well and any accident, however minor, is recorded. If additional staff are required, they make use of the three supernumerary staff in the setting and use their own bank staff. All of whom have been confirmed as suitable people to work with children. These measures all help to promote children's welfare effectively.

All of the staff are experienced in childcare. The staff team work successfully together to offer the children a wide range of activities and experiences that promote their education and well-being. Next steps are clearly identified and are incorporated in the daily plans, which show that the staff know their children well. All children are given a good level of support to help them make progress through the positive interaction of the knowledgeable staff.

Senior managers monitor all aspects of the nursery including the quality of teaching and learning. This gives them a good overview of what is happening in all the rooms. All staff have regular supervision and appraisals. This enables them to highlight strengths and areas for development in practice and identify training to promote their professional development.

Frequent staff meetings take place and staff discuss together how to develop the nursery further. They recently created the 'Mud kitchen', which has been a great success and they are developing sessions where children do all of their learning outdoors.

Parents are given a wealth of information about their child at the nursery. There is a parents association which allows parents a chance to input on developments of the nursery and discuss how existing quality and provision is being received. Daily conversations take place with their child's key person where good quality information is exchanged so parents are aware of the experiences their children are having. Regular newsletters keep parents informed of the activities their children are enjoying at nursery.

Some communication is exchanged with other early years providers. However, this is usually linked to the child's care needs not their learning requirements.

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 action. 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	EY374122
Local authority	Hampshire
Inspection number	916166
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	104
Number of children on roll	136
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	21/10/2008
Telephone number	01252 511655

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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, which are usually the childminder's 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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