

Footsteps Nursery and Pre School

The Hawthorns, Walsall Road, LICHFIELD, Staffordshire, WS13 8JL

Inspection date

Previous inspection date

03/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- There are effective settling-in procedures including the option of a home visit prior to the child attending the setting, which enables staff to gather specific knowledge of each individual child.
- Regular observations are carried out on a frequent basis, which enables planning of future activities to meet individual children's needs and to address any gaps within their learning.
- The environment is well resourced with a range of equipment to enhance children's learning, which is promoted through the High Scope approach.
- Children demonstrate strong bonds with their key persons which help them to feel safe and secure.
- There is a robust recruitment policy in place which helps to safeguard children, and staff are encouraged to improve their own professional development.

It is not yet outstanding because

- On occasions, some staff do not always provide sufficient challenge for children through effective questioning to extend their learning.
- Opportunities to include mathematics within activities are not always fully considered to further promote children's achievements in this area.

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 inspector observed activities in the three base rooms and the two outdoor areas. She carried out a joint observation of an activity with the manager.
- The inspector held meetings with the manager of the provision and had discussions with adults working with the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector discussed suitability and qualifications of adults working with the children and the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and from information included in the parents' comments box.

Inspector

Carole Price

Full Report

Information about the setting

Footsteps Nursery and Pre School was registered in 2012 on the Early Years Register. It is situated in purpose-built premises in the Lichfield area of Staffordshire, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from three base rooms and there are two enclosed areas available for outdoor play.

The nursery employs nine members of childcare staff, seven of whom hold an appropriate early years qualification at level 3. One member of staff has Early Years Professional Status. There is currently one trainee employed. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm; children attend for a variety of sessions. There are currently 51 children on roll in the early years age group. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- provide optimum levels of challenge for all children, ensuring that all staff use effective questioning to extend learning
- make the most of every opportunity to include mathematical learning within activities.

Inspection judgements

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

Adults provide a wide range of activities and resources for children following the High Scope approach, which encompasses the seven areas of learning effectively. Adults understand each child's needs and incorporate their individual interests and ideas into activities. Within the High Scope approach, children are encouraged to follow the 'plan, do, review' cycle, and this provides further information for staff when considering planning of activities. Adults regularly observe and assess children's continuing progress to inform the next steps in planning.

Children are engaged in their play and are keen to participate, demonstrating the characteristics of effective learning, both within their play and daily routines. For example, children are keen to help adults tidy away resources throughout the day and will happily

assist their peers. Children form secure attachments with adults in the setting, separating happily from their parents on arrival. They settle quickly into their self-chosen play, seeking out their favourite activities and frequently greeting friends upon arrival. Children are eager to join in group activities, selecting equipment and exploring immediately, such as the containers in the water tray. Children move freely between the indoor and outdoor environments and show good levels of interest and perseverance, particularly when using the bubbles and wands in their surroundings as they move freely around the room. They use technology equipment with ease, playing games or accessing stories on computer tablets. Older children use these to create their own version of traditional tales, sourcing equipment from throughout the nursery.

Babies and young children express delight and excitement as they experience a range of natural resources from treasure baskets, such as wooden rings. Adults enable young children to explore and experiment safely by using other equipment in the room, such as the wavy ramp to extend children's learning when rolling a ball.

Planned activities help to engage children's interests as they make porridge within the forest school area for the 'three bears'. There are opportunities for communication, such as recalling the story. However, questions asked by some staff are not always effective or sufficiently challenging to promote the highest levels of achievement or to incorporate additional areas of learning. For example, children can recall the story but they are not asked predictive questions, such as 'What happened next?' or 'How do we make lumpy/salty porridge?' Opportunities to incorporate mathematics, such as counting spoons of oats in bowls, talking about different size bowls and measuring quantities, are not always acted upon to enhance children's understanding in this area. Nevertheless, older children are encouraged to phonetically spell their name at messages time, and children are encouraged to count how many there are in their groups and also before they go outside.

A range of everyday objects and materials, such as cardboard tubes and sticky circles, are readily accessible to children to make their own creations. Different stationery items, such as crayons, pencils and chalks, are also available for mark-making skills. Children enjoy many opportunities to explore the different outdoor environments, having the opportunity to engage in a weekly forest school where they participate in activities such as making hot chocolate or popcorn.

An established key person system ensures that parents are actively engaged in children's learning and development. Transition information is shared between settings, with visits currently being planned. Information about each child's needs, interests and progress is discussed with parents regularly. Advice is sought from appropriate professionals as needed, so early intervention and support is given as necessary. This ensures that all children are able to move successfully to their next stage of learning.

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

Prior to children starting at the setting, staff gather relevant information from parents which gives them a clear understanding of each child's skills, abilities and interests.

Consequently, adults provide a varied and interesting range of activities which help children to develop and progress. Positive relationships are demonstrated between adults, children and their peers. Children are eager to help one another, whether it be tidying away or sharing resources. Children respond well to familiar routines, such as messages time, attempting to name the day of the week or choosing the appropriate weather photograph. They are given appropriate responsibility for managing their personal care as they wash and dress themselves independently, with little support needed.

Children's safety is highly prioritised; for example, they are reminded not to run inside and to take care when walking across the wooden frame outside. They also access the forest school area correctly, recalling how to sit on the logs and not to go round the fire side but to go round the back. Children listen carefully and follow sensible instructions when they are getting ready to go up and down the stairs so that they do not fall or trip.

Children enjoy nutritious meals and snacks, and benefit from regular fresh air and exercise outdoors. Older children are encouraged to serve their own lunch by selecting food which they wish to have. This helps them to adopt positive attitudes towards a healthy lifestyle. They enjoy free movement around their individual rooms and can easily access resources and equipment when they wish to make their own choices and decisions. They build strong and trusting friendships within the setting, initiating activities and negotiating roles and responsibilities. This helps children to develop the confidence they need when they are ready to transfer to new situations.

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

Adults are able to incorporate the High Scope philosophy into the planning of activities and demonstrate a good knowledge and understanding of this, which enables them to assist in meeting children's needs. Regular reviews by the manager are undertaken on a six-monthly basis, whereby children's progress is reviewed and monitored, with targets being set. Safeguarding procedures are robust, ensuring that adults working with children have been thoroughly vetted prior to working in the setting and have all of the relevant and necessary checks in place. Procedures to protect children from harm and neglect are secure because the provider has a clear policy in place to guide and inform practice. Staff attend regular training in a variety of formats, such as webinars and at staff meetings. Policies are regularly reviewed and support is given from the management structure so there is a clear procedure in place to follow. Recruitment follows a stringent process and there is a 12-week induction period for all new staff. There is a buddy system, whereby senior staff in all of the rooms support new members of staff with their development.

Self-evaluation is detailed and includes an overview of what the setting does well. Children's views and comments are included about the food they receive at the setting. Children's learning is informed by using next steps and also by considering how activities can be extended and continued, adding different resources to enhance learning. Successful partnerships with parents make a strong and effective contribution to meeting children's needs, ensuring that all children receive the support they need. Parents are invited to stay and play sessions, which have a particular focus determined by parental

feedback from the previous session. They speak positively about the setting, stating how clean and welcoming it is and how caring the staff are. They state that they are pleased with their child's progress and how well they have settled into the nursery. Parents are also asked for their views, ideas and suggestions through the setting's own comments and suggestions box.

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	EY454662
Local authority	Staffordshire
Inspection number	896152
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	51
Name of provider	Footsteps Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01543 250049

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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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