

Footsteps

Walford & North Shropshire College, Shrewsbury Road, OSWESTRY, Shropshire, SY11 4QB

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| Inspection date | 16/12/2013 |
| Previous inspection date | 02/03/2009 |

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| 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

- Effective partnerships with parents are in place, including opportunities for parents to support their child's learning within the home. This helps them to be fully involved in their child's learning.
- Management and staff are clear about the procedures to be followed should they have concerns over children in their care. As a result, safeguarding arrangements ensure children's well-being is promoted effectively and children are kept safe.
- All children make good progress as a result of well planned, exciting activities and learning opportunities that allow them to be challenged and extended.
- Thorough leadership and management procedures ensure that teaching is embedded into practice. As a result, all staff are highly skilled in supporting children's development through play.

It is not yet outstanding because

- There is scope to enhance the range of resources in the toddler room for children to use in the role play area so they can explore their creative skills further.

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.

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 children's activities both inside and outside.
- The inspector looked at children's learning journeys and a selection of other documentation.
- The inspector carried out a joint observation of a teaching and learning activity with the manager.
- The inspector spoke to the manager, staff and children during the inspection.
- The inspector took into account the views of the parents spoken to on the day and information included in the nursery's parents questionnaires.
- The inspector checked evidence of suitability and qualifications of staff working with children and the providers self-evaluation form.

Inspector

Lesley Bott

Full report

Information about the setting

Footsteps nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises on the college campus in Oswestry, Shropshire and is managed by Walford and North Shropshire College. There is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the already good use of the home corner in the toddler room to allow children to be more creative by providing more suitable resources for role play.

Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This information is used effectively to meet the individual needs of all the children. Staff observe and record children's interests during their play and use this information to plan effectively. They adapt planning based on their observations of the children during the week so that they can build on their learning. Staff obtain initial and ongoing information from parents about what their child knows and can do, which they use as a starting point to measure children's progress. Children are assessed termly by their key person for them to identify and address any specific gaps in learning. The quality of teaching is consistently good. As a result, children are progressing well towards the early learning goals. This means they are gaining the skills needed for their future learning. Parents are very well-informed about their child's progress and are actively involved in their learning, both in the nursery and at home. Parents are encouraged to share information about their children, for example, they are encouraged to write up their own learning stories on what the children have participated in at home. This is shared with the child's key person and

displayed on the wall. As a result, parents work closely with staff to support the children's learning and development.

Staff provide a bright and welcoming environment to motivate the children to play and learn. The nursery is well resourced and there are opportunities for each child to engage in a good range of interesting and exciting activities, both indoors and outdoors. However, there is scope to improve the role play environment in the toddler room. For example, although the kitchen is set up, there is very little food or cooking utensils available for the children to access to be creative and explore with. Staff have a good grasp of challenging children, including babies who enjoy the messy play as they plan foam play and mark making with paint and cars. Staff talk to the children about the feel of the foam as they squash it together with their hands and rolling pins. The babies enjoy getting messy as they mix the colours of the paints together with the cars and transfer this onto their picture, making large tracks across the page in reds and oranges. Older children's sensory learning is well promoted as they add different textures to the play dough. Staff skilfully talk to the children about the glitter in the dough as they identify the colours, and change to the texture of the dough when the glitter is added. 'Its like Christmas' said one child.

Children enjoy singing songs and moving to action rhymes. As result, children's vocabulary is developed. They excitedly practise for their Christmas concert, which is being held within the college later that day. The children explain that they have to sing very loud, but not to shout, for the parents to be able to hear them. Free flow for outdoor play is provided for all children on a daily basis to allow them the opportunity to use bikes and push along equipment and explore the natural world. For example, the children love the digging area where they can use spades and brushes, making a large bonfire out of the leaves and pretend to toast marshmallows on this. Other children use the marked track on the bikes outside, taking notice of the road signs and filling up with petrol at the petrol pump. This helps support children's imagination through their access to a range of interesting resources. Staff place a good focus on developing children's speaking and listening skills through circle and story time. The children are learning some makaton signs and use these together with the word as they answer the staff. Children are asked what they would like to play with as staff extend their play, with questions like 'what are you going to make with the play dough?' or 'can you build me a tall tower with the bricks?' This helps children to confidently use language to explain what they are doing and why as they learn skills for the next stage in their learning.

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

Staff know the children very well and have a good knowledge of their individual needs and parents' preferences. This together with an effective key person system helps children form secure attachments and bonds, which promotes their emotional well-being effectively. Staff gather good information from parents initially to fully ensure their children's needs are met. As a result, children are content and build strong bonds with their key person from the start. Younger children spend increasing periods of time in their new room prior to their move and key persons share information about the children's needs and progress to ensure these continue to be met. Staff from the pre-school room

accompany children on their school visit and share relevant information with the teachers. These embedded strategies help to ease the move on to school and gives children confidence during their transition.

Clear, consistent boundaries are set for children's behaviour and staff use age appropriate language with the children. As a result, children learn from an early age to respect and value their environment, showing an awareness as they help each other at 'tidy up' time. Staff are good role models to the children, reinforcing positive behaviour as children begin to understand the impact of their behaviour on others. Staff remind children about 'indoor feet' as they learn to understand about the dangers of running inside and to sit at the table to use equipment safely, such as scissors. This helps support children's understanding of learning about taking responsibility of their own safety.

Children's healthy lifestyles and dietary needs are effectively met by staff who fully understand the benefits of physical development. A daily routine, which includes outdoor play, provides challenges for children as they ride on bikes and balance, learning about the benefits of the exercise and physical development on their bodies. Snack and meals times are social occasions when the older children and staff sit together to enjoy their well-balanced meals. Children's opportunity to increase their self-care skills are routinely developed as they help serve their food and pour their own drinks.

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

Leadership and management of the nursery is good. Both the registered person and manager are fully committed to improving practice to further enhance the nursery. Requirements of the Statutory framework for the Early Years Foundation Stage are met and all required documentation is in place. The management team and staff have a secure understanding of their safeguarding and welfare responsibilities and know the line of enquiry to follow should they have any concerns over a child in their care. Information about safeguarding procedures is displayed and parents can have full copies of policies and procedures, which explains the nursery's role in keeping children safe. Ongoing risk assessments ensure that hazards are identified and minimised. For example, broken toys are removed immediately and any new equipment or resources are included into the risk assessment before going into the rooms. This ensures that children remain safeguarded at all times. Correct staffing ratios are adhered to at all times to ensure that children remain well supervised in the nursery.

Parents spoken to at the time of the inspection state that the nursery is 'friendly and welcoming' and that 'staff are flexible and willing to meet their needs and those of their child'. They are pleased with the progress that their children make and appreciate the opportunities they have to be involved in their child's learning. For example, regular newsletters keep parents informed, together with parents evenings and comprehensive displays of their children's work and forthcoming events. The nursery liaises closely with other providers and a wide range of professionals as they work together to support children and their families very effectively.

The nursery has a robust recruitment system in place following the college's guidelines. All staff working within the nursery are appropriately vetted and all hold early years qualifications. For example, Disclosure and Barring Service checks are in place and references are undertaken prior to them starting. Students from the college receive a full induction and are managed by senior staff within the nursery. Performance management is undertaken on an annual basis to ensure the ongoing suitability of all staff and students. Professional development is actively encouraged and staff attend a wide variety of training courses to enhance their knowledge and practice. As a result, the staff continually enhance their training and keep their skills up to date. Accurate identification of priorities through self-evaluation and reflective practice ensures a systematic approach to the quality of the nursery. For example, the daily menu is now written on the display board within the entrance hall, for all parents to view when they collect their children. This helps to keep parents fully informed and involved in their child's learning.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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

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| Unique reference number | EY257595 |
| Local authority | Shropshire |
| Inspection number | 946468 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 62 |
| Number of children on roll | 62 |
| Name of provider | Walford & North Shropshire College |
| Date of previous inspection | 02/03/2009 |
| Telephone number | 01691 688007 |

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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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