

# Footsteps Daycare

1 St. Peters Way, NORTHAMPTON, NN1 1TP

## Inspection date

Previous inspection date

26/02/2014

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

- Children enjoy their time at the nursery and develop positive attitudes to learning. As a result, children make good progress in relation to their starting points.
- The warm and welcoming environment helps children to feel safe and secure which successfully develops their confidence and supports their emotional well-being.
- Management and staff fully understand how to promote the health and safety of the children in their care. Safeguarding procedures are robust and security within the nursery is a high priority.
- Partnerships with external agencies and other professionals make a strong contribution to meeting children's needs. This results in an integrated approach to children's care, learning and development.

### It is not yet outstanding because

- There is scope to further enhance the quality of storytelling in the pre-school one room to ensure children's learning is continuously maximised at this time.
- Children's access to the outdoor environment is somewhat limited to designated times each day. As a result, learning opportunities in this environment are not yet fully optimised.

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

## Inspection activities

- The inspector had a tour of the premises and outdoor area during the inspection.
- The inspector observed activities in all rooms and the outside environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the Special Educational Needs Co-ordinator.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent surveys.

## Inspector

Ann Austen

## Full report

### Information about the setting

Footsteps Daycare was re-registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is a privately owned and situated in the town centre area of Northampton. The nursery serves the local area and beyond and is accessible to all children. Children have access to designated rooms situated across the ground and first floor. An enclosed area is available for outdoor play. The nursery employs 19 members of childcare staff. Of these, 15 members of staff hold appropriate early years qualifications at level two and above, including two staff members 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 117 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance the quality of storytelling in the pre-school one room; by ensuring the quality of teaching enables all children to gain the highest achievements in their learning at this time
- extend opportunities for children to access the outdoor environment to support their development across all areas of their learning while playing outside.

## Inspection judgements

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

Staff fully understand that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. They motivate children's interests and provide a challenging range of experiences across all areas of learning. As a result, children make good progress in their learning and development, in readiness for school. For example, older children name and sound letters, competently count to ten and complete simple programmes on the computer. In addition, older children work effectively together as part of a group; playing games, such as 'isn't it funny how a bear likes honey'. They show perseverance as they persist at their chosen activity, such as building constructions out of the building materials. Children solve problems as they complete puzzles and staff support children's understanding of simple calculation by singing rhymes, such as 'five little monkey jumping on the bed'. In addition, staff develop children's understanding of concepts, such as empty and full as they fill

buckets with sand. Good assessment and planning systems are in place to ensure that staff can identify children's interests, what they need to learn next or where they may need additional support. Staff monitor and track the children's progress over time in all areas of their learning and development. They effectively complete the progress check for children aged two, so that they are aware of children's progress at this stage. Parents are actively encouraged to contribute to initial assessments of their children's achievements and starting points on entry. Staff subsequently use this information to settle children and to plan their future learning based on their individual needs. Parents receive regular updates on children's progress, can talk to their child's key person daily and have opportunities to share updates about their child's achievements at home. For example, parents are encouraged to post comments about their child's achievements at home on the 'wow moments' board. Parents are invited to regular parents' evenings, receive newsletters and can access a good range of additional information on the nursery notice board. In addition, staff encourage parents to continue to become involved in their children's learning at home. Parents are welcome to borrow books to share with their child and have opportunities to take home 'Bertie Bear' to share in their experiences at home.

Staff work sensitively with each child; asking questions which builds on their existing knowledge and skills. They successfully develop children's language for communication through their ongoing discussions and interactions. For example, staff working with the babies effectively respond to their gestures and babbling sounds and encourage them to repeat sounds, such as 'ma, ma' and 'da, da'. In addition, staff encourage toddler aged children to associate the appropriate animal sound to the correct animal as they complete simple inset puzzles. Older children communicate with growing confidence using language to describe what they are doing. For example, children talk about the models they are making out of the dough. In addition, children are taught how to use 'Makaton' sign language as a form of communication, and the 'Talk a lot' programme is successfully used to support language development; including those children who speak English as an additional language and children with special identified educational needs and/or disabilities. For example, staff use visual aids and play word games with the children to encourage them to learn key words. From a young age staff encourage children to develop an interest in books and rhymes. However, there is scope to enhance the quality of storytelling in the pre-school one room. This is because the quality of teaching is sometimes not as sharply focused in meeting children's learning needs as at other times. As a result, children's attention is not always sufficiently sustained and their interest is lost.

Staff provide a range of opportunities for children to express their creativity and to use their imaginations during role play and craft activities. For example, older children delight in styling staffs' hair and younger children engage in imaginative role play based on their own experiences, such as, visiting the doctors and making meals for one another. Staff actively encourage younger children to explore and experiment with a range of media through sensory exploration. For example, babies and younger children enjoy exploring the shiny cylinders, colanders and wooden blocks. Babies are encouraged to shake musical instruments, to listen to the sounds they make and to feel the texture of the shiny, glittery paper. In addition, children immerse their hands in shaving foam and manoeuvre farm vehicles through gravy. Older children paint, make bear masks for the teddy bears picnic and create a 'land of dinosaurs' landscape. Children thoroughly enjoy playing in the

outdoor environment. They enthusiastically pretend the play house is a pirates ship, plant bulbs to learn about growth and staff encourage children to use the magnify glasses to search for hidden mini-beasts. In addition, staff support children to develop their balancing skills as they learn to carefully walk across the balance beam. However, children's access to the outdoor environment is currently restricted to designated times within the day. As a result, learning experiences in the outdoor learning environment are not yet fully optimised.

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

Staff display warmth and affection towards the children which successfully supports their emotional well-being. As a result, children confidently separate from their carer and form secure attachments with all members of staff. In addition, children seek reassurance as required and naturally include the staff in their play. Staff gain detailed information about children's care needs, prior to them starting, which helps to support transitions from their home into the nursery environment. For example, information is obtained about family backgrounds and any known special dietary and health requirements. This effectively promotes continuity in their care and supports their continual well-being. Parents comment that their children enjoy their time at the nursery and that the staff care for them well. Transitions between rooms are managed well. Parents are informed in advance and children are emotionally prepared for their transitions. This is because children are gradually introduced to their new room and to their key person. As a result, children settle quickly and form new relationships with the children and staff. In addition, staff effectively prepare and support older children as they move onto to other early years settings and into reception class at school. For example, staff read stories to children about going to school and support them to develop effective personal hygiene routines, such as, washing their hands and dressing appropriately after using the toilet. In addition, children are encouraged to independently select resources, to listen to instructions and to take responsibility, for example, by helping to tidy away the resources.

Staff are friendly and create a welcoming environment in which children feel safe, secure and happy. All rooms are light and airy. Children have access to a good range of age appropriate resources and materials to support their development. Staff are deployed appropriately and know how to deal with safeguarding issues. They develop children's awareness of safety and how to stay safe. For example, children learn how to use the nursery stairs safely and sensibly and during outings children wear high visibility jackets and are taught how to cross the road safely. In addition, staff encourage children to talk about their feelings. Staff have high expectations for good behaviour and appropriate manners and implement suitable behavioural management strategies, which are appropriate to the children's age and stage of development. For example, children are encouraged to share the play dough between all the children at the table and to wait for their turn on the computer. Staff praise children for their efforts and achievements, which successfully boosts their confidence and self-esteem. As a result, children continue to persist with more difficult tasks.

Children's health and well-being is promoted well. Systems are in place to inform the cook and staff of any health or dietary issues the children may have and records are kept of any

accidents or any medicines administered. Children have access to the outdoors for fresh air and exercise where they enjoy kicking balls to one another and rock their bodies on the rockers. In addition, babies are provided with aids, which encourages them to sit, crawl and walk. Young children are able to rest and sleep according to their needs and are regularly checked to ensure their ongoing well-being is maintained. Children are provided with a nutritious, balanced diet and thoroughly enjoy their food. Meal and snacks, such as, shepherd's pie, vegetable chilli with rice, melon smiles and courgette and orange cake are freshly prepared onsite. Snack and meal times provide opportunities for social development and staff successfully use this time to encourage children to develop their self-care skills and take responsibility. For example, younger children learn how to hold their spoons to feed themselves and older children pour their own drink and help to serve their food. The nursery has been awarded a five star food hygiene rating. In addition, all children participate in baking activities which develops their understanding of different food groups and how things are made. Staff encourage children to develop good hygiene practices in order to reduce the risk of infection, such as putting their hand over their mouth when they cough. In addition, staff clean the tables and high chairs with anti-bacterial spray and wear gloves to serve food and change young children's nappies.

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

Management and staff are clear of their responsibilities towards safeguarding and protecting children from harm and neglect. They fully understand the signs and symptoms to be aware of and the designated person knows how to make a referral to the appropriate external agency to help protect a child's welfare. The designated person for safeguarding has attended the required child protection training and all members of staff receive regular in-house training to ensure their safeguarding knowledge is secure and up-to-date. Management implements secure recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them. For example, appropriate Disclosure and Barring Service checks are carried out on all adults to safeguard children. Management and staff are vigilant at all times, ensuring the safety and well-being of the children. Regular risk assessment and daily checks are established to ensure that measures are in place to avoid dangerous situations occurring. Security systems are very secure. An intercom system alerts staff of any visitors and closed circuit television cameras monitor all entrances, the corridors and nursery rooms. In addition, the two doors leading to the main nursery rooms have a key pad security system and a biometric eye scanner. This ensures that no unwanted visitor is able to access the nursery. Visitors are asked to provide full identification and are asked to sign into the visitors' book.

Since the re-registration of the nursery, the management team have worked hard to ensure children's smooth transitions into the new nursery building. Management demonstrates that they continue to be committed to the continual improvement of the overall quality of the provision. They effectively use self-evaluation and reflective practice to ensure that the nursery is consistency striving to improve. As a result, targets are set for ongoing improvements. For example, management is planning to continue to develop the outdoor play area, to send staff on additional training and to build on the already good relationships with parents. In addition, management welcomes support from local

authority development workers with regards to improving practice and parents are asked invited to offer suggestions of improvement. Staff are appropriately qualified for their roles and demonstrate a secure knowledge and understanding of how to promote the learning and development of young children. As a result, the quality of teaching is consistency good. Management and room leaders monitor the quality of teaching through their observations and developmental feedback and value ongoing professional development. They regularly check the children's development record folders to ensure children's next steps are clearly identified across all areas of their learning and development. In addition, management effectively uses cohort tracking documents to monitor children progress, differing learning styles and any potential gaps in learning where additional support may be required.

Staff establish positive relationships with the parents. This ensures that children's care is consistent and that their development is effectively promoted. Parents express that they are very happy with the care and learning provided. They comment that 'my child had loads of fun', 'thank you for all your help and support', 'staff are friendly and professional' and that 'security of the children is put first'. Management and staff form effective partnerships with external agencies and services. For example, staff successfully work alongside portage workers and speech therapists; setting key targets together for the children's ongoing learning and development. As a result, appropriate support is provided to ensure all children continue to thrive and make progress. In addition, management and staff have developed good links with a local children's centre. Consequently, staff at the nursery are able to sign post parents to additional services for support and advice. Furthermore, staff attend training at the children's centre and practice ideas are regularly shared, for example, language and literacy programmes. As a result, staff knowledge and children's ongoing learning and development is enhanced. Partnerships with other providers who deliver the Statutory framework for the Early Years Foundation Stage are established. For example, reception teachers are invited to the nursery to meet and begin to develop relationships with the children and information about the children's care and learning needs is exchanged in order to provide continuity in the children's ongoing learning and development.

### **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	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

<b>Unique reference number</b>	EY465103
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	934306
<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>	95
<b>Number of children on roll</b>	117
<b>Name of provider</b>	Footsteps Daycare LTD
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01604239188

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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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