

Footsteps Day Nursery

130 Lichfield Road, TAMWORTH, Staffordshire, B79 7SE

Inspection date	08/04/2014
Previous inspection date	26/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Leaders and managers deploy highly effective procedures to safeguard children through rigorous suitability checks. In addition, they extend children's understanding of risk and how to keep themselves safe.
- Teaching is exceptional because staff expertly enhance children's learning experiences. This inspires children's enthusiasm for learning and prepares them extremely well for their future progress and school.
- Staff provide a broad range of innovative activities to ignite children's curiosity, creativity and sense of adventure. As a result, children become very confident and make rapid progress in their development.
- Staff promptly respond to incidents of unsociable behaviour and intervene sensitively to enhance children's emotional security. As a result, children learn how to behave in an appropriate manner and to respect the feelings of others.
- Self-evaluation is highly effective, leading to exceptional and continuous improvement. As a result, children, families and other provider's benefit from this high quality provision.

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 nursery rooms and outdoor play areas and conducted a joint observation of a planned outdoor activity with the manager.
- The inspector spoke to the provider and managers, the majority of staff and some of the children present on the day of inspection.
The inspector looked at children's observation, assessment records and planning documentation, including early years summary reviews and progress checks at age two.
- The inspector checked evidence of suitability and qualifications of the staff, quality assurance records, self-evaluation arrangements and the provider's improvement plan.
- The inspector took account of the views of parents from written information included in the provider's own quality assurance survey and from conversations held with parents and grandparents, at the inspection.

Inspector

Jayne Rooke

Full report

Information about the setting

Footsteps Day Nursery was registered in 2008 and is on the Early Years Register. It is situated in Tamworth, Staffordshire and is one of a chain of nurseries owned and managed by Footsteps Day Nurseries Limited. The nursery serves the local and surrounding area and is accessible to all children. It operates from a converted house with ground and first floor rooms for babies and young children. There are two separate buildings for toddlers and pre-school children. It has additional outdoor classrooms within the grounds and there are enclosed areas available for outdoor play for different age groups. The nursery employs 30 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3. A number of staff hold qualifications at level 5 and the manager holds a qualification at level 6. The nursery opens Monday to Friday all year round, from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 133 children attending, all of whom 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.

What the setting needs to do to improve further

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

- extend the already excellent partnerships with parents, for example, by engaging their further involvement in training and development workshops to explore how policies work in practice, such as, the behaviour management policy.

Inspection judgements

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

Teaching is exceptional, highly skilled staff create exciting and vibrant opportunities for all children to actively learn, fully participate and freely explore, both indoors and outside. As a result, children quickly develop the characteristics of effective learning. For example, babies and young children enthusiastically join in with parachute games, songs and rhymes. They make excited body movements and happy, clapping gestures as they recognise their favourite tunes, such as, 'wind the bobbin up'. They show high levels of fascination and interest in the up and down movements of the parachute, as they sit and stand underneath. They move freely between rooms to investigate the numerous activities and high quality resources, which stimulate their creativity and imagination. Highly qualified and knowledgeable staff provide a broad range of unusual materials to help young children explore using all of their senses. For example, they are keen to touch smooth and textured objects, smell their favourite fruit and listen to a variety of sounds as they explore and investigate their surroundings. They express pride and delight as they discover how to make marks and patterns with their hands and wooden tools in the sand, mud and inviting foamy substances. This enables children to experiment and make new

discoveries as they play. In addition, the sensory room provides exceptional opportunities for all children to develop their listening, concentration and exploratory skills in a relaxed and thoroughly enjoyable environment.

Key persons skilfully observe, assess and plan activities, which are specifically tailored to meet each child's individual interests and needs. For example, as young children become more independent and mobile, staff provide excellent opportunities for them to freely explore the richly resourced outdoor environment. As a result, children are highly motivated to explore and make choices and decisions about their own play and learning. Consequently, young children thrive and make excellent progress in all areas of development. They use familiar technology equipment to support their understanding of time and engage with interactive routine boards, to help them recognise what is happening throughout the day. They freely access the bubbly water play and delight in showing adults how to blow the bubbles off their hands. They paint, draw and create patterns in a variety of ways and with varied materials, which stimulates their early creative and literacy development. Pre-school children develop high levels of critical-thinking as they plan and review their own activities. They talk excitedly about their daily experiences and future learning opportunities, such as, 'cookery club', mud play and story time. They become highly motivated and engaged in exciting forest school activities in the garden and outdoor classrooms, which ignites their creativity and imagination. This enables boys and girls to focus their attention and concentrate intently on their self-chosen play. Highly skilled staff use their outdoor teaching skills to best effect to stimulate children's curiosity, fascination and language development. For example, they listen carefully to what children say and ask thought provoking questions which help children to build on their own creative ideas. As a result, children expand their communication skills to recreate roles and experiences that are of particular interest to them, in their imaginative and investigative play. Staff skilfully model the use of books and written words to convey meaning and purpose to children's learning. Consequently, children know that print carries meaning as they use recipe's, lists and labels to enhance their fantasy, magical play. This significantly enhances their literacy development and readiness for school.

Parents, carers and other professionals are actively engaged in all aspects of children's learning and progress. Staff expertly use initial and ongoing assessments to significantly enhance their individual learning journey from the onset. This ensures that children's learning is consistently developed between home, nursery and school, preparing them exceptionally well for their next stage in learning. For example, home visits are offered to enhance children's first transition from home to nursery. Parents regularly attend 'stay and play' sessions, which help them to extend their child's learning at home. Children's home language is visibly displayed and consistently used, in everyday conversations, to enhance their communications and understanding. Detailed assessment information is shared with school teachers, prior to children attending school, to ensure that children continue to benefit from consistently high quality learning experiences, which enhance what they already know and can do.

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

Staff attend to children's care needs and well-being exceptionally well. Key persons and their 'buddies' remain in close proximity to children, to ensure that children recognise and form strong bonds with familiar adults. This helps them to settle and separate happily from their parents. Staff pay close attention to children's individual care routines, so that they sleep, eat and rest when needed. This helps them to feel safe and secure. Staff are vigilant about children's health and hygiene, encouraging their independence in keeping themselves clean. This ensures that children remain comfortable throughout the day. Staff provide high quality resources so that children play safely and create a cosy environment where children snuggle into story corners and comfortable 'coracles'. Staff support and manage children's behaviour exceptionally well. For example, they respond promptly when children hurt or upset each other. They offer sensitive and caring support to each child, so that they learn how to treat each other with care and respect, how to apologise and consider the feelings of others and how to make friends again. As a result, children learn about boundaries and expectations and continue to play harmoniously together. Staff's exceptionally strong approach towards equality and diversity, ensures that all children feel welcome and included. Children's safety is highly prioritised at all times, so that they can readily access all areas of the nursery and take advantage of exciting and inspirational outdoor activities and outings. For example, specialist staff use their expert skills and knowledge to coach pre-school children in the safe use of real tools for den-making, fire building and digging in the garden. Younger children are transported in a purposely designed multi-seated vehicle, so that they can safely explore the local and surrounding community. All children benefit from adventurous outings to other areas of specific natural interest and excitement, where they continue to develop their sense of safety and risk awareness outdoors.

Children's good health is promoted exceptionally well. They benefit from regular fresh-air and exercise throughout the day and are invited to attend additional exercise activities. Staff help children to recognise the effects of exercise on their body, as they run and breathe faster and walk to slow down. This helps children to adopt a healthy lifestyle from a very early age. Young children learn how to help themselves to a drink from the 'water station', which helps them to recognise and respond to their own needs. Qualified chefs are employed to ensure that children are provided with nutritious meals. Menu's are planned specifically to meet children's individual dietary requirements and to promote a healthy diet. Real food, such as, root vegetables are used in role play areas, to further enhance children's understanding of good nutrition. In addition, children are regularly involved in planting and growing their own produce, which helps them to adopt a conscientious approach to the food they eat. They enthusiastically join in with 'cookery club' which helps them to learn about the importance of good hygiene, safe food preparation and healthy eating.

Key persons exchange detailed and timely information about children's routines and progress with each other and with parents, carers and other professionals. As a result, parents are well-informed about all aspects of their child's daily care. Parents are actively involved in individual meetings and discussions with each key person, when it is time for their child to move to another part of the nursery and school. This successfully promotes continuity in children's care and secures their emotional well-being.

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

Safeguarding procedures are robust and rigorously implemented. Staff and students confidently describe how to protect children from harm and neglect. They have a secure understanding of their individual role and responsibilities to ensure children remain safe at all times. They implement specialist guidelines from national child protection organisations, to enhance children's awareness of personal safety and age-appropriate conduct. This enables children to learn how to protect themselves and to voice their views and concerns in a supportive environment. Leaders and managers conduct rigorous and safe recruitment and vetting procedures. This means that all staff, students and volunteers are scrutinised for suitability, prior to their employment at the nursery, through the Disclosure and Barring Service check. In addition, regular appraisals and individual meetings are held to ensure that their ongoing suitability is fully established. Leaders and managers also check that staff qualifications and skills are secure and relevant to their area of work. As a result, the majority of staff hold high level qualifications and have a broad range of experience in childcare and education. Professional training and continuous development is highly valued by managers and staff. Consequently, they all attend regular training events to enhance their own skills and level of expertise and to support and mentor new trainees. Designated training managers cascade information to ensure that all staff are kept up to date with new guidelines and regulations. This ensures that staff are secure in their knowledge of important policies, such as, safeguarding, behaviour management, equality and diversity, health and safety. In addition, designated staff are appointed to oversee and manage the highly effective and safe management of the nursery. As a result, staff are deployed effectively, ratios are often exceeded. The educational programmes are effectively implemented because managers and staff are highly skilled in their profession. Consequently, they inspire and motivate children with their infectious enthusiasm for learning. As a result, all children make significant and rapid progress in their development. They become inquisitive and curious and develop high levels of confidence, which prepares them well for the future.

Self-evaluation is highly effective, it includes the views of managers, staff, parents, children and outside agencies, leading to exceptional and prompt improvement. As a result, children benefit from high quality provision. For example, the development of the exceptional outdoor learning areas have significantly enhanced all aspects of children's learning and development. In addition, the nursery received a recognised national award for this 'enabling environment'. The provider responds promptly to parents suggestions to improve the car park facility, supporting positive partnerships and promoting children's safety. The provider creates varied and accessible ways for parents to contribute and receive information in person, in writing and electronically. The nursery recently received a 'highly commended' national award for best website. Survey questionnaires completed by parents and including children's voices, demonstrate that they are very happy with all aspects of the provision. Parents and carers spoken to at the inspection state that they are particularly impressed with the high quality learning and supportive care that their children receive. Both recommendations from the previous inspection have been successfully and fully addressed. As a result, children now develop and expand their own ideas in artwork and displays include more of children's own creations and photographs of their active

learning. This enhances the learning environment and helps children to develop a sense of pride in their achievements. All staff are now more aware of their role and responsibilities in the event of a fire and undertake regular fire drills. Records are maintained and reviewed to determine the efficiency of this practice. This enhances children's safety.

Parents are actively involved as partners in many ways including: a parents forum, open evenings, special learning, celebratory events and weekend outings. However, there is scope to extend parents involvement in the already established training and development workshops, for example, by strengthening their understanding of how specific policies are implemented, such as, behaviour management. Leaders and managers establish strong partnerships with early years advisors, other providers and schools and frequently share best practice ideas to extend high quality provision in other areas and promote consistency in children's education and professional services.

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

Unique reference number	EY386097
Local authority	Staffordshire
Inspection number	959318
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	86
Number of children on roll	133
Name of provider	Footsteps Day Nurseries Limited
Date of previous inspection	26/06/2009
Telephone number	01827 55861

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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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