

Footsteps Day Nursery

1 Spearpoint Gardens, Ilford, IG2 7SX

Inspection date

Previous inspection date

08/10/2014

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

- Teaching is good because staff understand how children learn.
- Staff meet children's emotional needs when they are new to the setting by reassuring them and providing the comfort they need for them to settle.
- Staff safeguard children effectively as they have good knowledge of procedures.
- Children are active learners. Babies and children confidently choose resources to develop their play.

It is not yet outstanding because

- Staff do not always fully support children's independent self-care skills.
- Staff do not provide a welcoming book area in the pre-school room to encourage children to choose books for pleasure.

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 activities and routines in all rooms used for childcare.
- The inspector sampled documentation including children's development records, policies, accident records and staff files.
- The inspector spoke with children, staff, managers and parents.
- The inspector carried out a joint observation with the provider.

Inspector

Lesley Hodges

Full report

Information about the setting

Footsteps Day Nursery registered in 2014, and is managed by Footsteps Day Nurseries (London) Limited. The nursery is situated in Newbury Park, in the London Borough of Redbridge. Children have the use of five play rooms and associated areas. There is an outdoor play area. The nursery is situated close to transport links, a primary school, the local hospital and shops. The nursery provides both full and part-time sessions, Monday to Friday, from 7.30am to 6pm throughout the year. The nursery is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently 15 children on roll in the early years age range. There are seven members of staff, including the manager. Of these, six members of staff hold appropriate early years qualifications. The nursery supports children who are learning English as an additional language. The nursery receives funding for the provision of free early years education for children aged two, three and four.

What the setting needs to do to improve further

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

- develop the programme for literacy by providing an inviting book area in the pre-school room to encourage children to choose books for pleasure

- support children as they develop self-care skills by ensuring that all staff give children opportunities to carry out small tasks.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan well for children, using their sound knowledge of children's interests. Staff plan small group activities, giving timely and precise support to individual children. For example, staff provide fun games for children to develop their motor skills. They observe as children play and offer support with clear instructions and demonstrations. As a result, all children feel involved and enjoy the game. Staff use the same game to develop children's counting and team skills as they take turns and share equipment.

Staff understand how children learn and use their knowledge skilfully. As a result, teaching is good. Caring staff in the baby room gently describe what children are doing and name familiar objects so that babies can learn new words. This approach is followed with older children as staff skilfully give children clear explanations and introduce new words as they

play. Staff in the baby room provide a welcoming book area and older babies excitedly choose books to look at from the good variety available. This means that children are developing an interest in books at an early age. However, staff do not provide the same exciting opportunities in the pre-school room. Books are available but the storage of the books and the space available do not encourage children to choose books independently.

Staff work closely with parents when children make their first visits to the nursery. Relaxed meetings with parents give staff opportunities to observe children and discuss their progress. These promote positive and supportive relationships from the outset and involve parents in their child's time at the nursery.

Children are active learners. They are confident when using the good range of resources available to them. Older children eagerly choose resources to extend their role-play games. They chat together as they share ideas about how to develop their play. Staff observe as children solve small problems and learn about sharing and taking turns as they play. This means that children are given time to develop their friendships. Older babies watch each other play with sensory items, shaking plastic bottles filled with different resources. They select similar items excitedly from the clearly labelled storage trays so that they can join in too. These actions demonstrate that children are managing their own learning and are keen to take part in the range of experiences.

Staff have good knowledge of how to support children who are learning English as an additional language. They work with parents to provide children with familiar words in their home languages which staff use when children are new to the setting. Staff use their observations to assess children's understanding of English as they become familiar with routines. These measures help children to feel secure as they become familiar with the nursery.

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

The key person system works well. Caring staff understand children's emotional needs when they are new. They gently reassure children and explain routines for them so that they feel secure. Babies cuddle up to key staff and form close bonds with them. Staff know children well. They know their likes and dislikes and provide play activities which children enjoy and which extend their learning. Staff welcome children warmly and this boosts children's self-esteem as staff are interested in children and what is important to them.

Generally, staff support children's independence skills well. Babies enjoy finding their own water beakers during sessions and staff assess when they are ready to use flannels, to clean their faces after they have eaten. Older children join in with these routines. They take clean, dry flannels to the bathroom to wash their faces. Experienced staff further encourage children's independence skills by encouraging children to use and dispose of tissues when they need them. However, this approach is not always consistent as some less experienced staff don't fully encourage the development of these skills.

Children's behaviour is good. Older babies share toys and provide them for their friends. They watch as their friends play with empty pushchairs and find dolls for them to play with. Older children share resources well and play co-operatively together. Staff gently support children as they learn about sharing and taking turns. They praise children's positive choices and kind behaviour which encourages children to repeat this behaviour and also supports their self-esteem.

Staff provide healthy meals and snacks for children. Children enjoy daily outside play opportunities so that children can develop their physical skills and play in the fresh air. Staff use the garden area for a varied range of activities and are developing this area further so that children have a wider choice of activities. Staff teach children about their own personal safety as they play. Older babies learn to watch out for others as they push dolls around in pushchairs so that their friends don't get hurt. Staff are good role models as they look after the environment. They carry out daily risk assessments and have good knowledge about how to keep all areas safe.

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

The manager and staff have a good understanding of their responsibilities to meet all requirements of the Early Years Foundation Stage. Safeguarding is given a high priority in staff practice. Managers use staff meetings to give staff an opportunity to consider all aspects of safeguarding. As a result, staff have a good knowledge of procedures to follow if there are safeguarding concerns. They have a thorough understanding of the signs and symptoms of abuse and reporting procedures within the nursery and beyond are clear. Robust recruitment procedures include Disclosure and Barring service checks and references. Managers check staff suitability in a range of other ways including medical declarations. These measures contribute to safe practices within the nursery.

Staff fully understand their responsibility to maintain child to adult ratios for the different age groups of children. Although the nursery has been open for only a few months, staff work well together as a team. Their teamwork and communication is effective, ensuring that children are well supervised in all areas of the nursery. Children's safety is supported well. Robust induction procedures and good staff knowledge mean that procedures for minor accidents are followed effectively. Staff share policies with parents so that they have clear expectations of procedures when a child needs to have first aid treatment. All staff are trained in paediatric first aid so that they can administer treatment for minor injuries if it is needed.

The provider has introduced systems for monitoring staff performance and sharing good practice with other nurseries. Staff supervision procedures are used to evaluate activities and observe how children participate in them. Staff engage in internal training and a number of staff are studying for further childcare qualifications. They share the findings from their research and information from studies to support other staff members so that the whole team benefits.

The provider works with the advisor from the local authority to monitor and evaluate different aspects of nursery practice. The manager uses this information and other management observations to complete a monthly improvement plan which clearly identifies areas for development. These include changes to the garden area and inviting parental involvement in choosing names for the different rooms. Parents comment positively about the nursery. They receive regular feedback about their children's time at nursery and give their ideas for planning. Parents are familiar with policies of the nursery as staff and managers have taken time to share and explain them. This means that parents feel involved and welcome to make suggestions to managers if they have any queries about set practice.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY471251
Local authority	Redbridge
Inspection number	992091
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	15
Name of provider	Footsteps Day Nurseries (London) Limited
Date of previous inspection	not applicable
Telephone number	02085998644

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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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