

# Footsteps (South West) Ltd

Culverhay School, Rush Hill, Bath, Avon, BA2 2QL



## Inspection date

Previous inspection date

17 March 2015

13 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff know children well as they use strong observation and assessment methods to identify children's interests and what they need to learn next. Staff skilfully use this information to plan exciting, stimulating and challenging experiences that extend children's learning and as a result, children in all rooms are making good progress in relation to their starting points.
- Staff are good role models for children; they are enthusiastic and involve themselves in play. This keeps atmospheres calm and children behave very well.
- Staff working with the oldest children are effective teachers of literacy. They plan a range of fun activities for children to develop their reading and writing skills in preparation for starting school.
- Staff are skilled in responding to children's verbal and non-verbal communication including those for whom their home language is not English. This means all children are keen to communicate and build strong relationships with adults. This promotes children's emotional well-being.
- Leadership and management have a clear drive for the ongoing development of the nursery by effectively identifying aspects for improvement. They ensure staff update their skills and knowledge through regular training to promote outcomes for children.

### It is not yet outstanding because:

- Staff do not consistently use complex questions that promote children's thinking skills and language development.
- Staff are not consistently successful in gathering information from all parents about children's ever-changing interests and achievements at home.

## What the setting needs to do to improve further

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

- make greater use of opportunities during children's play and activities, to increase their thinking skills and promote further their language development by, for example, using skilful questioning techniques and giving children longer to respond
- encourage further parental input to celebrate children's interests and achievements at home.

### Inspection activities

- Leadership and management discussions took place with the manager and assistant manager at appropriate times during the inspection.
- The inspector observed activities and staff interactions with children in the rooms and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records, and checked the suitability of staff.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the assistant manager.

### Inspector

Dominique Bird

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy a wide range of activities that promotes their development across all areas of learning. Staff ensure that they gather information from parents before children start, and plan for their further individual development and learning. However, staff do not consistently promote a two-way flow of information that enables ongoing exchanges about children's achievements at home. This limits parents' contributions to children's assessments. Staff encourage children's creative ideas using materials, such as cardboard boxes and rope, to inspire their imagination in firefighter play. Staff encourage all children, including babies, to participate in conversations, helping them to learn useful social skills for their future development. Staff give commentary as children play which expands their vocabularies as they learn a wider range of words. As a result of this teaching, all children make good progress in their communication and language development. However, occasionally, staff miss opportunities to extend children's thinking further, as questions are not always tailored sharply enough to encourage children to use more complex language. Therefore, children's ability to make more rapid progress is not fully maximised.

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

Staff promote children's independence, physical and self-care skills well through the daily routine. For example, children prepare and serve their own snack. Staff regularly praise children and have high expectations of them. This means that children persevere and are pleased with their achievements. For example, children proudly announced, 'I did it' as they successfully cut up their food by themselves after several minutes of trying. This means that children are confidently acquiring skills they need to be ready for school. Children are developing an understanding of healthy lifestyles. They enjoy a well-balanced healthy diet, and gain regular fresh air and exercise.

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

Management implements the learning and development requirements well and keep children safe. Staff maintain up-to-date child protection knowledge and are able to recognise and respond effectively to child protection concerns. All staff are qualified in first aid so that they are on hand to provide first-aid treatment in the event of an accident or incident. Staff are well qualified and are supported effectively in their professional development, which has a positive impact on children's learning. The curriculum leader closely monitors the educational programme to ensure that all children are supported throughout their learning to make continuously good progress. Staff form positive relationships with parents who comment that they are happy with the progress their children make. Well-established links with local schools help children to make a smooth move into full-time education.

## Setting details

<b>Unique reference number</b>	EY296229
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	833924
<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>	45
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Footsteps (South West) Ltd
<b>Date of previous inspection</b>	13 May 2009
<b>Telephone number</b>	01225 429989

Footsteps registered in 2004. It is one of two privately owned nurseries. It operates from a house in the grounds of Bath Community Academy. Footsteps is open each weekday from 8am to 5.30pm, except over Christmas. There are eight staff working with the children, all of whom hold an early years qualification at level 3 or above and the manager holds Qualified Teacher Status. The nursery receives support from the local authority and has close links with Bath Community Academy.

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