

Footsteps Private Day Nursery

11 Albany Road, LEIGHTON BUZZARD, Bedfordshire, LU7 1NS



Inspection date

8 April 2015

Previous inspection date

15 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide good quality teaching and learning activities. The very well-resourced outdoor area stimulates children's interest and curiosity in the natural world. Children use all of their senses to learn as they explore the nursery pets, the water features and the vegetable patch.
- Children display high levels of self-esteem and confidence. They move between the rooms at the nursery and on to school with confidence because staff manage these periods of change well.
- Children embrace the outdoor environment, where they delight in being physically active and explore what their bodies can do, such as climbing, jumping and crawling through apparatus.
- Policies and procedures are shared with staff, parents and visitors to help keep the children safe and secure. All staff know how to report any concerns about children's welfare and undergo regular training to maintain their awareness of safeguarding.

It is not yet outstanding because:

- Resources and the layout in the big toddler room do not always offer the same level of stimulation and enticement as other rooms and areas within the nursery.
- Staff do not fully use their tracking of children's progress. This means some children's next steps in learning are not always precise and the review of the learning programme is not finely tuned.

What the setting needs to do to improve further

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

- enhance the learning environment for children in the big toddler room by developing spaces for play and access to resources
- develop the tracking of children's progress to more readily identify precise next steps in learning and to better inform the ongoing monitoring of the learning programme.

Inspection activities

- The inspector observed activities in all rooms and the outdoor area at the nursery.
- The inspector spoke with parents, children and staff during the inspection.
- The inspector had a meeting with the manager and owners of the nursery.
- The inspector carried out a joint observation with a senior member of staff.
- The inspector looked at safeguarding policies and procedures, documentation relating to self-evaluation and evidence of the suitability and qualifications of staff.

Inspector

Hayley Marshall

Inspection findings

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

Children enjoy a good balance of adult-led and child-initiated activities. Staff encourage them to be creative thinkers. During an outdoor activity, children predict what will happen when they place a ball on the parachute and raise their arms above their heads as they pull on the silk. They guess, question and use trial and error. These skills help them to become resourceful learners. In turn, this prepares them with the positive attitudes and abilities they need for starting school. The environment is generally stimulating, giving children the opportunity to make choices about their play through selecting resources. However, when undergoing a period of reorganisation, the big toddler room is less enticing to inspire children's imagination and creativity. Staff work well with parents and exchange information via social networking, 'wow' cards and open mornings. Staff know children well. They ensure their progress is consistent and observe their play to monitor their learning. The overly complicated system for tracking children's development means staff sometimes lack precision and sharp focus in developing children's next steps in learning and monitoring it. Staff effectively develop children's communication and language skills through meaningful conversations and questioning. Children who speak English as an additional language make particularly good progress as staff use visual prompts and targeted teaching to support their understanding.

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

Children are content, confident and eager to learn. Staff meet their needs well, in partnership with their parents. Children enjoy healthy meals, snacks and fresh air and exercise. When children wake from sleep, staff spend time cuddling them until they feel ready to play. Staff promote positive behaviour as they are good role models for children. The staff enjoy their work. Their obvious caring nature means they join in with children, encouraging them to challenge themselves and make the most of their play. Children learn about ways to minimise the risk of infection. They wash their hands after playing outdoors and staff encourage them to get tissues when they need to. Older children are mindful of younger ones when they play together. Children share and take turns as they develop the essential social skills they need for their future.

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

Safeguarding is given high priority and all staff are aware of the requirements of the Early Years Foundation Stage. There is a robust induction procedure in place for all staff. Staff turnover is low and the leadership demand high standards when recruiting new members to the team. Supervision is supportive, encouraging staff to share their learning from training. They implement new ideas, such as ways to support children's communication, effectively. The manager gives clear direction and reviews the quality of teaching and learning regularly. By addressing the previous recommendation and maintaining a reflective approach to practice, the nursery demonstrates their capacity to continue to provide good quality care for children.

Setting details

Unique reference number	EY394420
Local authority	Central Bedfordshire
Inspection number	859612
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	103
Name of provider	Footsteps Nursery Limited
Date of previous inspection	15 December 2009
Telephone number	01525 375679

Footsteps Private Day Nursery was registered in 2009. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for a number of children with special education needs and/or disabilities and those who learn English as an additional language. The nursery operates some provision for out of school care for children aged over five years in school holidays by arrangement.

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