

Inspection date	29 April 2016
Previous inspection date	15 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager shows high levels of commitment to continually improving the nursery. Self-evaluation processes actively contribute to sustaining the very effective provision.
- Partnerships with parents are positive and robust. Parents spoken to on the day of the inspection praised the warm welcome they receive from staff. They highly value the information they regularly receive about their children's learning and development.
- Staff make very good use of the outdoor environment to promote children's learning and development. Children enjoy an exciting range of activities that motivates them to play and learn.
- The nursery safeguarding lead and special educational needs coordinator are passionate about achieving the best outcomes for children. They manage their areas of responsibility extremely well.
- Staff provide very good support for children's independence, including babies. They have high expectations of children. Children are enthusiastic learners who behave well. They know the nursery rules are in place to keep them safe.

It is not yet outstanding because:

- Although much teaching is outstanding, the monitoring of staff's practice and their professional development has not resulted in promoting these exemplary levels in all areas.
- Occasionally, the daily routine and organisation of resources do not fully maximise opportunities for all children to play and learn.

What the setting needs to do to improve further

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

- focus the programme of professional development and monitoring of staff practice, and ensure that the quality of teaching continually improves to be consistently outstanding
- review the organisation of daily routines and the layout of resources to maximise opportunities for children to play and learn.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at documentation, including a sample of children's developmental records, planning and staff suitability records.
- The inspector talked with the provider, staff and some parents.
- The inspector looked at and discussed the systems used to review and evaluate the provision.
- The inspector completed a joint observation with the manager.

Inspector

Rose Tanser

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of safeguarding policies and procedures. They are aware of their responsibilities to keep children safe and well. Robust arrangements are in place for the recruitment of staff and all are vetted to ensure they are suitable to care for children. The manager monitors educational programmes effectively to ensure the best possible outcomes for different groups of children. Early Years Pupil Premium funding is very well targeted to support children and close any gaps in their learning.

Quality of teaching, learning and assessment is good

There is a good range of activities planned throughout the day. Children have plentiful opportunities to plan their own play and learning. Staff are highly responsive to children and enhance these times through their very skilful interactions. Group times are sharply focused on developing children's communication and literacy skills and are generally well planned. For example, a group of children are learning about farms, as part of a current topic. The member of staff teaches them the names of things they might see on a farm, such as barn and pond, using a model they have made together. She encourages the children to hear and say the sounds at the beginning of the words, which children do with great enthusiasm. Staff regularly observe children and very effectively use these observations to plan individual next steps in their learning.

Personal development, behaviour and welfare are good

The key-person system is highly effective in supporting children's emotional needs. Staff are good role models and vigilant about promoting children's well-being. Children behave well and the calm, friendly atmosphere means that they show a strong sense of belonging and feel valued. Staff develop and extend children's understanding of the importance of a healthy lifestyle. Children benefit from regular fresh air and exercise during outdoor play and are offered a range of nutritious and healthy snacks. As children are preparing to move on to school, there are comprehensive arrangements in place to help them adjust. These plans help children become familiar with their school, prior to starting, and provide continuity in their care and learning.

Outcomes for children are good

Children make good progress over time. Where children require additional support, timely interventions mean that gaps in their learning are closing. Children are well prepared as they move on to new settings and school. They develop the key skills and attitudes that ensure their readiness for moves. They listen attentively to each other and respond appropriately. They learn to share resources and take care of their nursery environment. The strong focus on children's early literacy skills means that they are well prepared for the teaching programme they will follow when they go to school. Children are highly motivated about their learning and show very good levels of engagement. They are developing into independent and confident learners.

Setting details

Unique reference number	EY441368
Local authority	Kingston upon Hull
Inspection number	850285
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	74
Number of children on roll	115
Name of provider	Community Action Partnership Ltd t/a Westside Day Nursery
Date of previous inspection	15 June 2012
Telephone number	01482701070

Footsteps was registered in 2008 and is run by a private provider. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications, including three staff who are qualified at level 5 and the manager who holds level 6. The nursery opens from Monday to Friday all year round, except for a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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