

Footprints Day Nursery

18 Reedsfield Road, Ashford, Middlesex, TW15 2HE



Inspection date	29 November 2016
Previous inspection date	14 November 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not supervise children vigilantly at all times, to ensure they respond swiftly to children's individual care and learning needs.
- Key persons have not established successful relationship with all parents. For example, not all parents are fully aware of their children's progress and next steps in learning.
- Management does not sufficiently use self-evaluation to identify weaknesses, including breaches of legal requirements, and to improve outcomes for children.
- Staff do not use all opportunities to teach children about personal safety.
- The quality of teaching is not consistently good. Staff do not provide appropriate challenge in all environments. They do not use all opportunities to extend children's thinking skills and to engage younger children in all activities.

It has the following strengths

- Children learn about diversity; for example, as they celebrate events from various cultures and learn to show respect for others.
- Staff monitor children's progress well overall, to identify and close any gaps in their development.
- Staff regularly praise children for their achievements, to encourage their self-esteem.
- Partnerships with the local schools are effective and help children to successfully move from the nursery to a school environment.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ supervise children more effectively to meet their care and learning needs at all times 	27/12/2016
<ul style="list-style-type: none"> ■ improve the key-person system, so all parents are aware of their child's progress and next steps in learning and that the care and learning of children is consistent with that at home. 	27/12/2016

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

- make effective use of ongoing evaluation to identify breaches of legal requirements and to target areas for future improvement
- make the most of all opportunities to teach children about keeping themselves and others safe during their everyday experiences
- ensure staff provide appropriate challenge for all children in all activities and provide more opportunities to encourage children to think for themselves.

Inspection activities

- The inspector had a tour of the nursery and invited the manager to take part in a joint observation.
- The inspector observed the quality of staff interactions with children.
- The inspector held discussions with the manager, the provider and staff at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at various documents including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a secure understanding of child protection. They are clear about the procedures to follow if they have concerns about a child in their care. The management seeks the views of staff, children and parents to improve practice. The setting is secure and staffing ratios are met at all times. However, the provider's knowledge of the legal requirements is not good enough to identify breaches in requirements and all areas of weakness. The management team monitors staff practice and identifies targets to improve their work. However, this is not sufficient to ensure that care and teaching standards are effective overall.

Quality of teaching, learning and assessment requires improvement

Overall, staff use observations and assessments of children well to plan for their future learning. However, activities do not challenge all children to a good level. For example, some children wander around and do not sufficiently take part in purposeful play. Furthermore, staff do not supervise children closely at all times. For example, they do not respond promptly when some children start to get cold during outdoor play. However, there is no significant effect on children because they do not remain outside for long before returning to indoor activities with their friends. Children under two years join in with their favourite songs and rhymes. However, staff do not consistently organise some sessions well and children become restless. Children enjoy craft activities and staff help children to identify colours and shapes. However, staff do not provide children with consistently good opportunities to think and solve problems, to extend their learning.

Personal development, behaviour and welfare require improvement

Staff have established sound relationships with parents and talk to them daily to share information. However, not all parents are aware of their children's progress and next steps in learning; for example, to help support continuity with learning at home. Staff have good relationships with children. They follow appropriate nappy-changing procedures and encourage children as they help themselves to drinks and enjoy healthy meals. Staff miss opportunities to encourage children to think about how to keep themselves safe. For example, although they explain about using resources safely on some occasions, this is not consistent enough for children to think about personal safety.

Outcomes for children require improvement

All children, including those learning English as an additional language, learn new words and their early speaking skills are emerging. They enjoy playing with sand, glue and paint, and explore textures and smells. Older children prepare their own fruit, serve their own food and pour their drinks. Generally, children make steady rather than consistently good progress as they gain the skills they need for the next stages in their education.

Setting details

Unique reference number	EY343597
Local authority	Surrey
Inspection number	1058843
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	1 - 5
Total number of places	36
Number of children on roll	45
Name of registered person	Footprints Daycare Nursery
Registered person unique reference number	RP525870
Date of previous inspection	14 November 2012
Telephone number	01784 257747

Footprints Day Nursery registered in 2007. It is situated in a residential area in Ashford, in Middlesex, Surrey. The nursery is open each weekday from 7.45am to 6pm for 51 weeks of the year. The nursery receives funding to provide free early education to children aged two, three and four years. There are 11 members of staff employed to work with the children, in addition to the manager. Of these, six staff, including the manager, hold early years qualifications at level 3 or above.

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