

Inspection date

9 February 2017

Previous inspection date

12 September 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Under renewed and invigorated leadership, considerable improvements to the nursery provision have been made. Poor performance identified at the previous inspection is no longer a feature of this good and improving nursery. Leaders' shared ambition for success and effective action planning drives improvement.
- Leaders' use of additional funding to improve the outdoor learning environment, including the development of forest school activities, has resulted in children, at risk of delay, making good progress in their physical skills and confidence.
- Staff attend high quality training events and receive regular supervision and support to develop their professional teaching and safeguarding knowledge. This has had a positive impact on their teaching practice, learning outcomes for children and staff's awareness and ability to safeguard children and to report concerns when they arise.
- Staff's good knowledge of the children and their individual learning needs has raised the quality of teaching to a good standard. Outcomes for children across all areas of learning have improved as a result. Regular and routine observations and accurate assessments highlight that most children make good progress from their starting points.
- This attractive, welcoming and child friendly nursery is well maintained with good levels of cleanliness. Good quality learning resources are found indoors and outside.

It is not yet outstanding because:

- Some boys do less well than girls in their speaking. Leaders accept that staff should further enhance boys' communication and language development.
- A lack of a coherent and consistent toilet training strategy means that some children are not always well supported to develop and manage their personal care needs in a timely manner.

What the setting needs to do to improve further

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

- increase the rate of boys' progress in speaking by providing them with a range of activities and opportunities through which they can develop and become confident and expressive talkers
- develop and implement an effective programme of toilet-training to further support children's independence and readiness for school.

Inspection activities

- The inspector reviewed the improvements that this nursery has made since its previous inspection in 2016 and the plans for future improvement.
- The inspector observed babies and children during a range of play and learning activities in the designated play areas, including outdoors. The inspector carried out two joint observations with leaders.
- The inspector held meetings with senior leaders, the nursery manager and staff.
- The inspector looked at a range of documentation including children's learning journals and staff's planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all staff working at the premises, the nursery's single central record and the professional qualifications and training of the leaders and staff.
- The inspector took account of the views of parents and those of children spoken to on the day of the inspection.
- The inspector explored the safeguarding arrangements, the cleanliness and security of the premises and how effectively the leaders have identified and taken steps to minimise any potential risks.

Inspector

Deborah Udakis, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

Significant improvements have been made to the nursery's safeguarding culture and ethos. Leaders maintain accurate information to ensure staff are suitable to work with children. The arrangements to safeguard children are effective. Leaders have taken effective steps to hold staff to account and to improve practice across the setting. All staff have attended training and significant improvements have been made to the quality of teaching and their safeguarding credentials, knowledge and expertise. Strong leadership and performance management has supported improvements in professional practice. Parents play a vital role in supporting their children's learning at home. They regularly contribute to their child's learning assessments.

Quality of teaching, learning and assessment is good

Staff's storytelling helps children to develop a love of literacy as they explore language through stories. Staff introduce children to a variety of nursery rhymes and teach them about different sounds. Children are taught to differentiate between sounds and are learning the foundations to help them to read and write. The older children begin to use their imagination and extend their critical thinking, problem solving and language as they conduct scientific experiments with ice. Their mathematical language and understanding is promoted as they weigh and measure ingredients during cooking activities.

Personal development, behaviour and welfare are good

Babies' personal, social and emotional needs are well supported by attentive staff. Babies are given lots of cuddles and affection by caring staff. Staff promote babies' enjoyment of food and snacks. All staff are trained to administer paediatric first aid and are alert to potential choking hazards; and know how to respond to medical emergencies. Babies develop their independence and self-care skills. For instance, the older babies drink from cups and delight in feeding themselves using spoons and forks. Children's specific dietary requirements and allergies are catered for and respected. Children's good behaviour and consideration for others is well supported by staff. Older children help to agree rules of good behaviour, and they remind each other when rules are not being adhered to. Children are developing self-awareness, self-worth and respect for others.

Outcomes for children are good

The rate of children's progress has increased as a result of effective leadership, performance management and teaching. Staff challenge gender stereotypes and enable all children to express themselves through dressing up and imaginative play. Staff say that it is never too early to promote equality and help to raise children who can participate fully in the world. Boys and girls develop emotional wellbeing and confidence as they participate in a wide range of activities which promote a healthy lifestyle. Children with special educational needs and/or disabilities and those who attract additional funding make good progress in their learning and development. Effective partnerships with parents and key professionals, and some high expectations of learning success, help most children to achieve well. More and more children are becoming increasingly ready for school.

Setting details

Unique reference number	EY257595
Local authority	Shropshire
Inspection number	1078664
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 - 12
Total number of places	62
Number of children on roll	83
Name of registered person	North Shropshire College
Registered person unique reference number	RP521333
Date of previous inspection	12 September 2016
Telephone number	01691 688007

Footsteps nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises on the college campus in Oswestry, Shropshire and is managed by North Shropshire College. The nursery employs 15 members of childcare staff. Of these, almost all hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. There are currently 83 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children, and an after school club.

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