

Footprints Day Nursery

Elim Christian Centre, Hall Street, Chelmsford, Essex, CM2 0HG



Inspection date

10 March 2017

Previous inspection date

5 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 ambitious managers have worked hard to ensure that outcomes for children are given a high priority. Many improvements have been made. The indoor and outdoor learning environments have been imaginatively renovated to increase opportunities for children to investigate, experiment and use their imagination.
- The key-person system is organised effectively and supports children and babies to form secure attachments and confidently settle into the nursery.
- Children and babies make good progress and are very keen to develop their independence skills from an early age. They confidently find and put on their coats and shoes for outdoor play. Babies confidently feed themselves and older children serve their food and pour their own drinks.
- Staff really recognise the uniqueness of each child and ensure that all children can fully participate in the activities. Outside professionals commend staff on going above and beyond to ensure that the nursery supports children who have special educational needs and/or disabilities to make steps forward their learning.
- Staff keep parents well informed about their children's development and offer ideas to support children's learning at home. Parents make extremely positive comments about the nursery and say they value the genuine warmth and friendliness of the staff team.

It is not yet outstanding because:

- The managers are not yet using highly effective methods for monitoring staff practice to precisely identify how the already good quality of teaching can be improved to an exceptional level.
- The new staff team in the toddler room has not yet established consistently efficient mealtime routines. This means that two-year-old children do not always remain as highly engaged during these routine activities, as at other times of the day.

What the setting needs to do to improve further

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

- provide more-precisely focused monitoring of staff practice that improves teaching to the highest level and increases the potential for children to make more rapid progress
- use every opportunity to purposefully engage children, with particular regard to waiting times in the toddler room.

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 carried out a joint observation with one of the managers.
- The inspector held discussions with the two managers, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written testimonials.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Managers and staff are extremely vigilant about the security of the nursery. Entrance doors remain locked and closed-circuit television cameras operate to help prevent unauthorised access. Staff recruitment and vetting procedures are robust. Managers and staff understand the correct safeguarding procedures to follow should they have any concerns about a child's welfare. Self-evaluation is used appropriately to identify what is working well and the priorities for further development. Staff have some opportunities to build on the level of their qualifications and they attend staff meetings to discuss current childcare issues and trends. The managers have started monitoring more closely the progress of individual children, and different groups of children, to ensure that any gaps in learning are promptly identified and quickly addressed.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn. They join children as they play and engage in constant discussion, introducing new vocabulary and modelling language during activities. Children look at books for pleasure and become very involved in stories. They are articulate and demonstrate their independent thinking as they enthusiastically predict what is going to happen next. Staff complete regular assessments of children's achievements. They use this information and take account of each child's own interests to plan rich activities which promote children's ongoing learning. All children have exciting opportunities to explore using their senses. Babies and toddlers show their natural curiosity as they watch with interest and then investigate a wide variety of tactile and messy materials. Older children experiment as they explore the properties of magnets or discover different ways they can move water, sand or compost.

Personal development, behaviour and welfare are good

Children thrive as staff provide high levels of care and supervise children closely. Parents provide information right from the start to allow the key persons to offer personalised support that helps younger children feel content and safe. Babies enjoy frequent cuddles and affection from staff throughout the day. Overall, children behave well. Staff act as good role models and teach children how to treat each other with kindness and respect. Children effectively learn about healthy lifestyles. They talk about the nutritious food they eat, manage their personal hygiene needs and take regular exercise.

Outcomes for children are good

All children make good progress from their starting points, given their own unique needs and abilities. Additional funding is used wisely to improve outcomes for children. They develop good listening and communication skills, including children who speak English as an additional language. Babies confidently communicate by making gestures and early sounds. Older children enjoy making decisions. They develop a sense of responsibility and enthusiastically take on new tasks. They are curious and like to ask visitors questions. Children practise early writing skills, eagerly recognise letters and use numbers in their games. They are well prepared with the skills they need to move on to full-time education.

Setting details

Unique reference number	203995
Local authority	Essex
Inspection number	1063656
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 - 11
Total number of places	83
Number of children on roll	150
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Date of previous inspection	5 August 2013
Telephone number	01245 358855

Footprints Day Nursery was registered in 2000 and is one of 18 settings run by the same charitable organisation. The nursery employs 23 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, one member of staff holds a qualification at level 4, 18 staff hold a qualification at level 3 and three staff hold a qualification at level 2. The nursery opens from Monday to Friday, for 51 weeks of the year. Opening times are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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