

# Footprints Day Nursery Staines

Thorpe Road, Staines, TW18 3HD



<b>Inspection date</b>	12 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children are happy and secure. Staff are attentive towards their needs and preferences. This helps children to build good emotional bonds.
- The provider and the new manager are well qualified and have high expectations for the staff and the children in their care. They work well together to continuously use the process of self-evaluation and seek the views of others in making improvements.
- Staff provide a stimulating and interesting environment to help children to explore and become highly inquisitive in their play. For example, children learn about sea creatures and become fascinated by new facts such as starfish being able to grow new legs. This helps to prepare them for their future learning and the eventual move to school.
- Staff help children to manage their feelings and behaviour and use consistent and gentle explanations. Older children behave well and younger children and babies are building a growing awareness of positive behaviour.
- Partnerships with parents are good. They comment on the new skills that their children are learning and they feel fully involved in their children's progress and successes.

### It is not yet outstanding because:

- Sometimes, staff do not use highly effective questioning techniques to support children's learning and help them to build a deeper understanding through their responses.
- Occasionally, staff do not precisely plan how children of different ages can be fully involved when taking part in planned activities together.

## What the setting needs to do to improve further

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

- support staff to use questioning techniques more effectively to support children's learning
- plan more precisely how children of different ages can be fully involved when taking part in planned activities together.

### Inspection activities

- The inspector had a tour of the nursery and was introduced to all members of staff. The inspector also completed a joint observation of a planned activity with the manager.
- The inspector held discussions with staff and children at appropriate times throughout the inspection. The inspector also spoke with parents and took account of their views and comments as part of the inspection.
- The inspector sampled a range of documentation, including suitability checks, staff records and children's developmental records.
- The inspector observed the teaching and interaction between staff and children and the impact these have on their learning and development.
- The inspector spoke to the provider and the manager about their use of self-evaluation and their current areas for improvement. The inspector also held discussions with staff around their safeguarding knowledge and understanding for protecting children in their care.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are aware and vigilant in how they protect children in their care. They can confidently explain and recognise the signs of potential abuse and the procedures they would use to report concerns for a child's welfare. Leaders prioritise the professional development of the staff to continuously raise the quality of the care they provide. For instance, recent safeguarding training ensures that staff have the most up-to-date knowledge and understanding. Recruitment processes are robust and thorough risk assessments are used and constantly reviewed to minimise risks. Leaders closely track and monitor children's progress to quickly identify any gaps in their learning.

### Quality of teaching, learning and assessment is good

Staff use a good system for observing and assessing children's progress. They use this information well to continually meet the changing needs of the children in their care. Staff work hard to provide a rich and varied environment to help children to freely explore and build on their own choices. For instance, children readily access the craft area where they use the abundance of resources. They build on their small physical skills when using patterned scissors to cut play dough. Staff help children to build on their early literacy skills. For instance, children learn to form simple letters in coloured sand. Staff help babies and young children to become inquisitive and expand on their growing communication and language skills. For example, they enjoy trying to catch the floating bubbles as the staff repeat simple words and sounds.

### Personal development, behaviour and welfare are good

Staff encourage and support children to become independent from an early age and to make healthy choices. For instance, children choose and serve their own breakfast and wash their own cup and bowl after they are finished. Staff help to promote children's physical well-being and to build their awareness of how their bodies move. For example, children like to make a bridge from large bricks outdoors and use their estimation skills to jump over spaces. Babies and very young children have opportunities to pull themselves up on strategically placed items to help them build on their balance.

### Outcomes for children are good

Children are engaged and interested in their learning. They display a growing awareness of sharing and playing well with others. All children make good progress from their starting points, including those who speak English as an additional language. Children use resources to help them build on their problem-solving skills. For instance, babies use push-and-pull toys and older children build small piece number jigsaws. Children are confident and curious. They are gaining the necessary skills for their future learning.

## Setting details

<b>Unique reference number</b>	EY548769
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1137624
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	70
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Footprints Day Nursery Staines Ltd
<b>Registered person unique reference number</b>	RP548768
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01784 464 316

Footprints Day Nursery Staines operates from a Victorian building in Staines, Middlesex. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The setting operates from 7.45am to 6pm from Monday to Friday throughout the year, excluding bank holidays and a week at Christmas. There are five members of staff who work directly with children. Of these, one holds a level 7 qualification, one holds a level 4 qualification, and one staff member holds a level 2 early years qualification.

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