

Footprints Nursery

30-32 Adams Street, BURNHAM-ON-SEA, Somerset TA8 1PQ



Inspection date

2 April 2019

Previous inspection date

11 January 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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's emotional well-being is supported well. The key-person system works effectively to ensure new starters settle quickly and according to their needs. Staff are respectful of children's choices and give them time to finish their play.
- Staff use their knowledge of children and how they learn successfully to plan a range of activities, which supports their interests and next steps. For example, staff use their training effectively to plan fun activities to help older children learn about letters and sounds.
- Leaders and managers use self-evaluation efficiently to bring about improvements. They monitor children's progress effectively, identifying any gaps in learning, to ensure good outcomes for all children. Managers complete regular observations of staff teaching and use their findings effectively to improve practice.
- Staff make very good use of visits within the local environment to support children's understanding of the world, people and communities. For example, visits to a local residential home have supported children's social development and their communication and language skills.
- Staff engage effectively with parents and encourage them to share valuable information about their children's care, learning and development, to enable them to meet children's needs successfully. There are strong partnerships with outside agencies to enable staff to protect children and meet their individual needs.
- Staff miss some opportunities to extend children's learning. For example, during a creative activity, staff do not encourage two-year-old children to distinguish between marks and the patterns they make or to explore children's fascinations with mixing colour fully.
- The daily routines are not consistent throughout the nursery to help prepare children for their future learning. For example, younger children are not always encouraged to be independent and to understand hygienic practices.

What the setting needs to do to improve further

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

- use all opportunities to extend children's learning, to better prepare them for their future learning
- ensure consistent routines throughout the nursery, in particular to encourage younger children's independence and their understanding of hygienic practices.

Inspection activities

- The inspector observed staff's interactions with children as they played inside and outside.
- The inspector completed two joint observations with the manager and discussed children's learning and staff development.
- The inspector considered the views of parents spoken to on the day of inspection.
- The inspector held a meeting with the manager and spoke to staff and children at convenient times during the inspection.
- The inspector sampled documentation, including accident and medication records, the nursery's self-evaluation, staff suitability checks and children's assessment records.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff provide secure premises, for instance, biometric systems ensure only known adults enter the nursery. Leaders and managers have robust recruitment and induction arrangements to ensure staff are suitable for their role. Managers and staff regularly attend training, which helps them to have a good understanding of their responsibilities to report any concerns about a child or a member of staff promptly to appropriate agencies. Leaders and managers gather feedback from parents to influence future improvements, for example through regular meetings of the parent forum. Staff evaluate the play spaces regularly and create action plans to improve practice. Leaders and managers regularly review policies and procedures, such as the administration of medication, and adapt these to ensure children's ongoing welfare.

Quality of teaching, learning and assessment is good

Staff use accurate assessments, including the required progress check at two years, to help children make good progress from their individual starting points. Since the last inspection, they have made good progress in supporting children to develop their mathematical thinking. For example, with young children, staff model counting the plastic ducks. Babies begin to explore shape and space. They stack the cups inside each other and on top of each other, showing good hand-eye coordination. Staff support children to gain good communication and language skills. For example, staff caring for younger children provide them with clear explanations, to help build their vocabulary and understanding of expectations. Older children are given good opportunities to explore their creative ideas and participate enthusiastically in group collaborations, such as to create the Easter bunny's egg for the display. Staff are confident in their knowledge of children's capabilities to let them lead their own learning.

Personal development, behaviour and welfare are good

Children make independent decisions about their play and explore with confidence. They behave well and are polite. Staff offer praise and encouragement to help children achieve and support them well to take turns. Babies have a good sense of exploration and show interest in what others do as they build friendships. For example, babies show concern when a friend loses their balance and falls into the flowerbed. Older children gain good independence. For example, they serve their own lunch and use cutlery confidently.

Outcomes for children are good

Children gain the skills they require for their future learning and eventual move to school. Young children begin to solve problems independently, such as how to get all the plastic ducks into their net. They handle the nets with purpose and achieve well. They begin to notice familiar numbers, such as two for their age, and use numbers in their play. Toddlers develop good physical skills as they push the prams and buggies, negotiating space well. Older children enthusiastically explore letters and sounds. They show good understanding of the rhythm of words, repeating familiar refrains and finding humour in the rhymes.

Setting details

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| Unique reference number | EY475901 |
| Local authority | Somerset |
| Inspection number | 10075807 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 50 |
| Number of children on roll | 44 |
| Name of registered person | BBN Limited |
| Registered person unique reference number | RP900843 |
| Date of previous inspection | 11 January 2016 |
| Telephone number | 01278 786528 |

Footprints Nursery registered in 2014 and is one of five privately owned nurseries. The nursery is situated in Burnham-on-Sea, Somerset. It is open Monday to Friday, 8am to 6pm, all year round excluding bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. There are six members of staff. The manager holds an early years qualification at level 5; of the remaining staff, one holds an early years qualification at level 6, three hold early years qualifications at level 3 and one holds an early years qualification at level 2.

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