

Footsteps Nursery Walmley

Ash Cottage, Walmley Ash Lane, Sutton Coldfield B76 2AA



Inspection date	17 May 2019
Previous inspection date	18 May 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers are ambitious and have a shared vision for the future of the nursery. They are committed to driving practice forward through evaluation.
- Parent partnership is a key strength across the nursery. The manager uses innovative ways to highly engage all parents in their children's learning. Their views are listened to and used to enhance the provision offered.
- The exceptionally well-planned transitions from home to nursery, from room to room and on to school, mean that children form secure attachments and have a strong base for developing their own independence.
- The consistent approach to behaviour management across the whole nursery leads to exceptionally positive behaviour. All children demonstrate that they have an excellent awareness of rules and boundaries. They are respectful to their peers, staff and visitors, and demonstrate high levels of self-confidence.
- Children are listened to and their views are respected and highly valued. The manager has formed a children's committee. This allows children to vote and make decisions on the opportunities offered to them, based on their likes and interests.
- Children learn about communities beyond their own. Staff support children to develop an understanding of similarities and differences in others, including different cultures, languages and family backgrounds. This helps children to celebrate their individuality.
- The excellent outdoor spaces offer children an array of experiences that enable them to develop their curiosity and imagination about the world around them. Children learn to keep themselves safe and have excellent opportunities to be physically active.
- Staff do not always plan meticulously for all children, so that every child undertakes highly challenging activities and makes rapid progress in their learning.
- Staff supervision and professional development is in place, and training needs are identified. However, the impact of this is not fully embedded into staff practice so that all children receive the highest quality of teaching across all rooms.

What the setting needs to do to improve further

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

- use assessments more rigorously to plan highly focused experiences that are precisely matched to children's individual needs, providing the optimum challenge for all children to help them make rapid progress
- provide time and opportunity for staff to be reflective and share knowledge, skills and expertise to raise the quality of teaching so that it is highly responsive to every child's needs.

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 spoke with staff and children during the inspection.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the manager and the area manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and also viewed their feedback from workshops, questionnaires and personal comments, and took account of their views.

Inspector

Emma McCabe

Inspection findings

Effectiveness of leadership and management is good

Leadership and management are strong. There are robust processes to ensure the safe management of the setting. The arrangements for safeguarding are effective. Staff benefit from a wide range of training that keeps their safeguarding knowledge current and up to date. The manager and staff maintain rigorous records and ensure that information is shared with relevant professionals, where appropriate, to ensure every child's needs are met. They monitor the progress children make and swiftly identify and address any gaps in their learning. New staff feel well supported through the thorough induction process that is offered. All staff are valued at every level. Staff take on extra responsibilities which empower them to make decisions. They work exceptionally well together as a team. Parents speak very highly of the nursery, manager and staff. They say how happy they are with the opportunities offered across every room.

Quality of teaching, learning and assessment is good

Teaching and learning are good. Staff interact well with children and provide a range of experiences across all areas of learning. Staff promote children's communication and language skills well. For example, during a singing session with the babies, staff make good use of props to bring the rhymes to life. Staff hold the babies' attention through modelling actions, words and numbers. Staff working with the older children join in with their discussions. They skilfully ask questions to help children to develop their own ideas and lead their own learning as they explore with natural materials. Children remain engaged and show motivation for learning. Children of all ages experience a wealth of rich and varied extra-curricular activities, which widen the opportunities available to them. For example, children enjoy French lessons, science club and family day trips.

Personal development, behaviour and welfare are outstanding

Children benefit from a highly effective key-person system. Staff take time to carry out home visits to develop extremely strong partnerships with families from the outset. This helps babies and young children to develop secure attachments quickly. Staff value every child as individual. They expertly use photographs of children and their families, to help children develop a real sense of belonging. The environments inside and outdoors are extremely inspiring. This results in children being highly motivated to follow their own interests and initiate their own learning. Children are confident and independent; they make decisions on their own and show care and concern for each other during their play.

Outcomes for children are good

Children are well prepared for their next stage in their learning and are acquiring key skills in readiness for school. They make good progress from their starting points and show eagerness for learning. Babies and toddlers are building a solid foundation for their future development. They are inquisitive and confident in their surroundings. Toddlers are developing good muscle control through small and large movements. They explore with a range of tools and malleable materials, acquiring skills in preparation for early writing. Children delight in giving meaning to the marks they make. Older, more-able children, are beginning to write their names and sound out letters in words. They count, write and recognise some numbers in order and apply this well in their free play.

Setting details

Unique reference number	EY489802
Local authority	Birmingham
Inspection number	10076494
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	86
Number of children on roll	140
Name of registered person	Footsteps Day Nurseries Limited
Registered person unique reference number	RP520741
Date of previous inspection	18 May 2016
Telephone number	0121 351 6999

Footsteps Nursery Walmley registered in 2015. The nursery employs 23 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2, 3, 5 or 6. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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