

<b>Inspection date</b>	8 August 2019
Previous inspection date	25 September 2018

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The planning does not consistently take account of children's individual needs, interests and stages of development to help promote the best possible progress for all children. This specifically refers to the baby and toddler rooms.
- Managers do not ensure that all staff are fully equipped with the skills they need to be good teachers that provide quality learning experiences for children. This specifically refers to those working with babies and toddlers.
- Staff do not consistently manage the transitions between activities and mealtimes in the baby and toddler rooms smoothly. Babies and toddlers do not consistently have a clear idea of what is happening next. Therefore, they do not always participate fully in the daily routine.

### It has the following strengths

- Leaders and managers have addressed the action from the previous inspection. This helps to ensure children's health is promoted.
- The nursery is welcoming. The environment is generally well resourced. All children enjoy attending.
- Staff promote children's emotional well-being effectively. Staff are warm and friendly. They ensure children are well cared for. Children form strong bonds with their key persons and other staff.
- Staff support children to lead healthy lifestyles. Children enjoy nutritious meals and snacks. Rising three-year-old children participate in baking, such as making bread. This helps them learn about the benefits of eating well.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure that the planning consistently takes account of children's individual needs, interests and stages of development, specifically in the baby and toddler rooms, to help promote best possible progress for all children	09/09/2019
ensure that all staff are fully equipped with the skills they need to be good teachers that provide quality learning experiences for all children, specifically those working with babies and toddlers.	09/09/2019

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

- review the transitions between activities and mealtimes in the baby and toddler rooms to help give all children a clear idea of what is happening next and promote better participation in the daily routine.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the area manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation, records and policies. She checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

**Inspector**  
Rachel Burt

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers do not make effective use of supervision to fully support all staff. Professional development opportunities are not sharply focused on improving teaching. There are inconsistencies in the quality of teaching. Safeguarding is effective. Staff complete risk assessments. The nursery is clean, safe and secure. Managers and staff demonstrate a secure knowledge of potential signs and symptoms of child abuse. They know how to report any concerns relating to children's welfare. Partnerships with parents are embedded. Overall, this provides some continuity between the nursery and home. Self-evaluation is in place. Managers identify key areas for development and aspire to further improve.

### Quality of teaching, learning and assessment requires improvement

Teaching is variable. Staff working with babies and toddlers do not consistently demonstrate strong teaching skills, in comparison to those working with rising three-year-olds and pre-school children. Staff complete regular observations and assessments of children's learning. However, staff working with babies and toddlers do not consistently plan for children's next steps in learning. Occasionally, staff working with babies and toddlers prioritise care needs over teaching and learning. Nevertheless, babies generally enjoy exploring some sensory resources, such as scarves. Toddlers like pretend play and dressing up. Pre-school children greatly benefit from forest-school sessions led by well-qualified staff. They learn to manage risks safely when lighting fires and cooking marshmallows. Pre-school children also enjoy exploring nature in the sensory area and identifying and drawing the insects that live there. Managers monitor children's progress. Children with special educational needs and/or disabilities benefit from appropriate support. This helps to narrow gaps in their learning.

### Personal development, behaviour and welfare require improvement

Babies and toddlers are not consistently motivated to learn. Furthermore, the transitions between activities, particularly around mealtimes, lack focus. Babies and toddlers often do not know what is happening now or next. Babies get slightly upset as they wait unnecessarily long periods for their food and toddlers do not necessarily pay attention and cooperate with the change in routine. Nevertheless, overall, children's behaviour is well managed. Children are happy, sociable and play well together. Staff ensure children benefit from physical activity. Babies like riding on wheeled vehicles. Toddlers negotiate walking along crates and jumping off at the end. Rising three-year-old children safely negotiate the climbing equipment and slide down the 'fireman's pole'.

### Outcomes for children require improvement

Children do not consistently progress as well as possible in their learning. Nevertheless, all children make steady progress and some make better progress than others. Children develop communication, language and literacy skills. For example, overall, they enjoy sharing books with their teachers and also mark making and drawing using various materials. Pre-school children learn to be independent. For example, they choose what they want to play with and self-serve their food at mealtimes. Overall, all children develop skills needed for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY542647
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10081100
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	81
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Footsteps Day Nurseries Limited
<b>Registered person unique reference number</b>	RP520741
<b>Date of previous inspection</b>	25 September 2018
<b>Telephone number</b>	07711350445

Footsteps Stafford registered in 2017. The nursery employs 27 members of childcare staff. Of these, one holds qualified teacher status, five hold qualifications at level 6 and one holds a qualification at level 5. A further 14 members of staff hold appropriate early years qualifications at level 2 or 3. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

