

# Inspection of Westside Day Nursery Ltd - Footsteps

Sure Start Marfleet, 359 Preston Road, Hull, Yorkshire HU9 5AN

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Inspection date: 21 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe and secure and enjoy good relationships with staff. Babies celebrate taking their first steps with hugs and cheers from their key person, who stays close by to catch them if they fall. Older children are engaged in their learning and enjoy talking to staff as they play. They roll the play dough together and think about how they can roll it flat. Staff help them to be curious by asking, 'I wonder what would happen if...'

Children confidently make choices as they play. They use a choosing box to tell adults what they want to do next. This helps them to be actively involved in their own learning and develops their communication and language skills. Children behave well. Toddlers and pre-school children play together in the garden, taking turns. They delight as they say 'three, two, one... go' and press the pump to see the water spray out. Staff think carefully about children's individual needs. They plan effectively to help children make good progress across all areas of learning.

Since the COVID-19 pandemic began, parents have not been coming into the setting. The manager explains that they are inviting parents to start coming to 'stay-and-play' sessions, following the lifting of restrictions. Parents comment on the excellent communication from staff and talk about the progress their children are making at the setting.

## **What does the early years setting do well and what does it need to do better?**

- Children with special educational needs and/or disabilities (SEND) make excellent progress. Skilled staff work closely with parents and other professionals to find out what children know and can do. They plan exciting activities that develop children's social and communication skills. For example, children take turns with staff to create a tower, repeating 'my turn', 'your turn'. When the tower is complete, they are encouraged to give staff eye contact before being rewarded with a ball to post through the tower.
- Staff use observation and assessment to understand what children know now and what they need to learn next. For example, at lunchtime, pre-school children use the tongs to serve themselves. Staff recognise that they are ready for this next step and know how it will help them to become more independent.
- Staff support children's communication and language skills well. They teach children new words, which they use in their play. Children talk about the spiders, slugs and worms they find and enjoy showing staff, who share in their excitement. Staff sing 'Old MacDonald Had a Farm' to babies as they explore a book about animals. However, staff working in the toddler and pre-school rooms do not take full advantage of activities to help promote children's early reading and love of books.

- Managers and staff have high ambitions for all children. They find out how best to support children who are in receipt of early years pupil premium funding by thinking about children's individual needs. They use the funding to help to fill any gaps in children's learning.
- Managers help staff to find out what works well in the nursery and what can be improved. For example, they identified that children were not using the writing area, so they made it more interesting. They help staff to develop their practice through training and supervision discussions. However, targets for staff development are not focused sharply enough on helping them raise their teaching practice to the highest standard.
- Managers and staff know families well and work hard to support them. For example, they work with parents who speak English as an additional language to help them to understand what their children are learning at nursery.
- The setting has a good understanding of what help and support is available locally. For example, the local outreach service visits to support children with SEND. With parents' permission, staff share information with local services to support families and help children to make the best possible progress.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities. They know how to identify that a child may be at risk of harm and what to do with their concerns. They explain what they would do if they had concerns about a member of staff and know the local safeguarding procedures. The manager has a good understanding of the local area and community, and of the safeguarding issues and the impact these may have on children and families. Staff encourage children to keep themselves safe. For example, they encourage children to think what might happen when their shoelace is not tied.

## What does the setting need to do to improve?

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

- enhance the range of activities to help pre-school children and toddlers further develop their love of reading
- strengthen the arrangements for professional development to provide staff with clear targets so that they can improve their teaching practice even further.

## Setting details

<b>Unique reference number</b>	EY557610
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10136909
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	62
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Westside Day Nursery Ltd
<b>Registered person unique reference number</b>	RP910463
<b>Telephone number</b>	01482 613851
<b>Date of previous inspection</b>	18 December 2019

## Information about this early years setting

Westside Day Nursery Ltd – Footsteps registered in 2018 and is one of five nurseries owned and managed by a private provider. It employs 15 members of staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Katherine Lakes  
Rebecca Miall

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspectors carried out a joint observation in the outdoor area.
- Parents shared their views of the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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