

Inspection of Footsteps Nursery Fazeley

Unit 1 Bonehill Mews, Lichfield Street, Tamworth, Staffordshire B78 3QS

Inspection date: 29 March 2022

Overall effectiveness	Good
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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	Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happily to the nursery. They build close bonds with key persons and other staff. This helps them to feel safe and secure while attending. Children settle in quickly to play with their friends. They independently choose the toys and resources that interest them from the activities that are set out and the shelves they access easily. Babies giggle while they play peekaboo with staff. They cover their faces and gasp with big smiles when they reveal their faces.

Children enjoy their time outside. They develop their physical skills. For example, toddlers have fun while they ride wheeled toys up and down the bumpy pathway. Other children chat with staff while they dig and rake in the sand. They talk confidently with staff. Babies, crawl in their safe space and enjoy play with a range of floor toys. Some use the fences to pull themselves up to standing.

Children behave well. They listen and respond well to the guidance and gentle reminders from staff. Children begin to form close friendships with their peers and play well together. All children, including those in need of additional support, gain the skills they need to help them to make progress for their future learning.

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

- Leaders have made significant improvements in the nursery since the last inspection. There is additional staff in place to support key persons across the nursery. This enables key staff to engage more fully in teaching and learning activities with children, reducing the time taken up with other routine tasks.
- Staff receive good support, through a programme of supervision and training. Managers monitor staff practice to ensure they have a good overview throughout the nursery. They provide the support needed, so that staff increase their personal effectiveness in their teaching practices, to improve the provision for children.
- The manager implements a curriculum which is well-thought-through with a clear intent for what they want children to learn. However, there is scope to improve the planning of the range of activities and experiences further, to ensure that staff continually promote children's individual learning.
- In general, children show high levels of engagement during activities. For example, pre-school children plan to make their own rockets. They are encouraged to predict what might happen when they launch them. Children eagerly make marks when they write down their predictions and use their critical thinking skills to build. Babies have fun exploring different animals, they find photos to match to the realistic plastic animals they play with and begin to name these.
- There is a strong emphasis on stories to help children to develop a love of

books. Pre-school children become involved in stories that staff read well. For example, staff use their skills to ask open questions. Children are keen to think about and share their experiences of the beach with the group. However, the organisation of some daily routines has an impact on the children's enjoyment and engagement, reducing the purpose and benefits of some learning experiences for children.

- Staff promote children's speech and language well in this nursery. All staff use clear speech and repetition to enable children to hear correct sentence structure. Staff routinely include new words during play. For example, babies learn to say, 'wet, sticky and 'squeeze' while they discover what happens when they add flour or water to the play dough they are making. Older children use elaborate sentences to describe what they are playing with. All children, including those who speak English as an additional language, make good progress in developing their speaking skills.
- Children increase independence at all ages. Babies use their physical skills to feed themselves, using cutlery. Older children use cutlery appropriate for their ages to cut their food and feed themselves. Young children develop their abilities in their own personal care. For example, they learn to use the toilet, wash their hands independently and begin to dress, putting on their own coats and gloves.
- Parents and carers speak highly of the nursery. They say their children are happy attending. They value the support they receive from the staff and managers. They are happy with the detailed information they gain about their children's care, learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate a secure understanding of their responsibilities to ensure that the welfare of children is effectively protected. They know the procedures they must follow to report concerns that children may be vulnerable to abuse. Staff understand the procedures to follow in the event that there is an allegation made against a colleague. Leaders follow robust recruitment procedures. This includes the background checks that are carried out to help ensure all staff are suitable to work with children. Staff make routine checks on the environment, both indoors and outdoors, to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- improve further the planning of the range of activities and experiences, to ensure that children's individual learning needs are continually promoted
- review and amend the organisation of daily routines, so some tasks do not have an impact on the children's enjoyment and engagement in the purposeful

learning experiences.

Setting details

Unique reference number	EY484981
Local authority	Staffordshire
Inspection number	10231523
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	99
Name of registered person	Footsteps Day Nurseries Limited
Registered person unique reference number	RP520741
Telephone number	01827 286668
Date of previous inspection	8 December 2021

Information about this early years setting

Footsteps Nursery Fazeley was registered in 2014. The provider employs 22 members of childcare staff. Of these, 13 hold appropriate early years qualifications at levels 2, 3, 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 provider receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the manager and discussed how the nursery is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at 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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