

Inspection of Footsteps Day Nursery & Preschool

Chalfont St. Peter Football Club, Mill Meadow, Gravel Hill, Chalfont St. Peter,
GERRARDS CROSS, Buckinghamshire SL9 9QX

Inspection date: 21 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the homely and welcoming nursery. Most children arrive happily. Those who are more unsettled receive the cuddles and attention they need to feel safe. Soon they are playing as happily as other children.

Children behave appropriately for their age. They understand and cooperate with routines. For example, children in the pre-school room quickly gather together for group circle time when asked. Children show that they are learning to share and take turns.

In response to the COVID-19 pandemic, staff have prioritised children's personal, social and emotional development. Staff identified that babies would need more support to settle. Staff also understood that some toddlers and older children would be a little overwhelmed to be around lots of other children again. Children show that this approach has worked well. They are now confident to explore and learn. Children show that they are developing a love of books. They frequently bring books to staff to read and enjoy snuggling in to listen to stories. This has a positive impact on children's developing communication and literacy skills.

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

- Babies have plenty of opportunities to develop their physical skills. They learn to crawl and walk confidently. They enjoy exploring the baskets of resources, developing their hand-to-eye coordination as they do so.
- Staff plan well how to build on children's independence skills gradually as they move through the nursery. For example, babies learn to feed themselves with spoons and forks, and toddlers learn to drink from open cups. By the time children are in the pre-school room, they are confident to serve their own food and pour their own drinks.
- Sometimes the planning for adult-led activities focuses on what children are to produce as an end result, rather than the skills they would most benefit from learning next. This is especially the case when planning creative activities. At these times, children are not being fully extended or challenged in their learning.
- Children with special educational needs and/or disabilities are quickly identified and supported well. Staff work closely with other professionals and parents to ensure children's specific needs are met.
- Relationships between children and staff are very warm and positive. Staff consistently praise children for what they can do. Children receive lots of encouragement and smiles throughout the day. This adds to the happy and positive atmosphere and helps build children's self-esteem.
- Staff provide ample opportunities for physically active play. Children show great delight in spending time outside. They are encouraged to run about energetically

and are developing a positive view of an active lifestyle. Staff encourage children to develop other useful physical skills. For example, children learn to throw and catch and to move their bodies around cones and obstacles.

- Children build warm attachments with the staff who look after them. They show that they feel very at ease in their company. For example, children offer staff spontaneous hugs and receive big smiles in return.
- Staff diligently meet children's care needs. Staff regularly check and change nappies and remind children about the importance of wiping their noses and washing their hands. Staff ensure that the premises, equipment and resources remain clean and hygienic throughout the day.
- Some members of staff are new to the nursery or have recently taken on additional responsibilities, such as those of a key person. The manager and provider recognise that there are some inconsistencies in staff's knowledge and practice, which means the quality of teaching is not consistently of the very highest level. They have a plan of action in place to improve the quality of some assessments. They also plan to support the less qualified or less experienced staff to develop their understanding of how children learn.
- Parents speak very highly of the nursery and the staff. They praise the 'family feel' and the flexibility of staff in meeting their childcare needs.

Safeguarding

The arrangements for safeguarding are effective.

The manager takes effective steps to ensure staff have a thorough and accurate understanding of the signs of potential abuse or neglect. Staff understand the importance of sharing any concerns promptly, to keep children safe. Staff know how to escalate any concerns beyond senior nursery staff, should the need arise. Staff have a secure understanding of wider safeguarding issues, including the risks to children or others of being exposed to extreme views or ideologies. The provider and manager carry out the necessary checks to ensure the suitability of those they employ to work with children. Staff supervise children closely and provide a safe and secure environment for children.

What does the setting need to do to improve?

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

- improve planning for adult-led activities, focusing more precisely on identifying the skills or knowledge which children need to learn next or practise more
- monitor staff's practice more closely, to focus support on ensuring greater consistency in the quality of teaching and assessments.

Setting details

Unique reference number	EY430730
Local authority	Buckinghamshire
Inspection number	10228072
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 at time of inspection	0 to 4
Total number of places	52
Number of children on roll	71
Name of registered person	Footsteps Day Nursery And Pre-School Partnership
Registered person unique reference number	RP901320
Telephone number	01753 886477
Date of previous inspection	16 February 2017

Information about this early years setting

Footsteps Day Nursery and Preschool registered in 2011. It is situated in Chalfont St Peter, Buckinghamshire. The nursery opens on weekdays from 7.45am to 6pm, for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. There are 14 members of staff. Of these, seven hold early years qualifications at level 2 or level 3.

Information about this inspection

Inspector
Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation and evaluated the quality of education.
- Parents and children shared their views and the inspector took these into account.
- The inspector held meetings with the manager and the provider to find out about the management and leadership of the setting.

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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