

Inspection of Footsteps Nursery Cannock

Bridge Court, Orbital Plaza, Watling Street, Cannock, Staffordshire WS11 0DQ

Inspection date: 28 June 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children and parents receive a warm welcome from the friendly staff. Children happily separate from their parents and quickly settle into the well-established nursery routines. They form strong emotional bonds with their key person and staff, which helps children to feel safe and secure. Staff are attentive and swiftly tend to children's individual needs. Babies and toddlers snuggle up to their key person and enjoy looking at picture books. Children enjoy lots of singing and story time routines.

Children learn through an effective balance of interesting adult-led activities and child-initiated play. As a result, all children, including those with special educational needs and/or disabilities, make good progress from their starting points. Children's behaviour is good. They learn to share and take turns with gentle reminders from staff. Staff support children to develop an awareness of the diverse world in which they live. They explore and plan ways in which they can embrace the heritage and cultural backgrounds of children attending the setting. Children take part in regular outings, which helps them to develop an awareness of the world around them and the local community.

Children and babies have daily opportunities for physical activity outdoors. They have lots of fun as they play hide and seek with staff and chase after their friends. Babies and toddlers practise their crawling and early walking skills in a safe environment. Older children enjoy regular forest school sessions where they learn to stay safe and manage risk.

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

- The enthusiastic and dedicated manager has a clear vision for the setting and strives for continued improvements. She has devised a curriculum that has clear aims for what it is she wants children to learn. Staff regularly review children's progress to identify gaps in their learning effectively. This helps ensure that children make good progress and no child is left behind.
- Staff benefit from regular supervisions with the manager to identify strengths and targets to help improve their teaching skills. Staff are supported well by the manager and company in their professional development and well-being.
- Partnerships with parents are strong. Before new children start at the setting, staff offer home visits to get to know the children and their families. They gather key information which helps them to plan effectively and follow familiar care routines. Parents speak highly of the nursery and the progress their children make. They say their children are safe and are well cared for.
- Staff support children's communication and language well. They engage children in conversations, make good eye contact and introduce new words to broaden

their growing vocabulary. Staff use simple Makaton signing effectively to help babies and younger children to communicate.

- Staff in the baby room create a calm and relaxing space for babies to explore and engage in sensory play experiences. For example, babies investigate the texture of jelly with their fingers. They display their enjoyment as they giggle and babble while they play. Staff encourage older babies to feed themselves and develop their hand-to-eye coordination
- Staff encourage children to develop some independence skills. For example, children serve themselves from large dishes at lunchtime and tend to their personal care needs, such as toileting and handwashing. They make independent choices on what they would like to play with. However, on occasion, staff do not encourage older children to tidy away after they have finished playing, to help children develop a sense of responsibility for the toys they play with and to care for their environment.
- Staff weave some additional learning into children's play. Older children have fun emptying and filling containers and funnels with small sensory beads. Staff introduce counting and mathematical language, such as 'empty' and 'full'. However, staff are occasionally too quick to offer solutions to problems children may encounter and do not consistently encourage children to think, predict and test their ideas.
- Staff carefully plan children's transitions within the nursery and their eventual move to school, by sharing information about children's learning and development and their individual personalities. During circle time, pre-school staff sensitively talk to children about going to 'big school'. They discuss how they might be feeling and staff offer reassurance when children say they feel nervous. This helps children to be emotionally prepared for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of the signs and symptoms that may indicate a child is at risk. Staff have a good understanding of wider safeguarding issues, such as protecting children from radicalisation. They are confident in fulfilling their responsibilities, including reporting any concerns about a child's welfare or the behaviour of another adult. Robust recruitment procedures ensure that staff are suitable and safe to work with children. Staff carry out daily risk assessments of all areas used by the children and are qualified in paediatric first aid to ensure the safety of children.

What does the setting need to do to improve?

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

- adapt teaching to provide children with more opportunity and time to think critically, test out ideas and problem-solve
- build on children's independence skills and help them to take responsibility for their environment, for example by encouraging children to tidy away toys and resources they are no longer using.

Setting details

Unique reference number	EY484984
Local authority	Staffordshire
Inspection number	10244763
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	117
Number of children on roll	219
Name of registered person	Footsteps Day Nurseries Limited
Registered person unique reference number	RP520741
Telephone number	01543 509089
Date of previous inspection	23 August 2016

Information about this early years setting

Footsteps Nursery Cannock registered in 2014. The nursery employs 35 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 and level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

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 to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the manager to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022