

# Inspection of Footsteps Day Nursery

221 Old Shoreham Road, Portslade, BRIGHTON BN41 1XR

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Inspection date: 5 August 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

All children are warmly welcomed into this nursery by the caring staff. Older children quickly settle. However, there are some inconsistencies in the quality of education and care. While the needs of toddlers and older children are generally met well, the provision for babies is not consistently as strong. Staff attempt to build reassuring bonds with babies through enjoyable games, such as 'peepo'. However, some babies find it hard to settle. In addition, routines do not consistently meet the needs of babies. For example, those who are just beginning to play are moved to group time, singing or put in highchairs for snack time. This unsettles them again.

Children generally behave well and follow rules and boundaries. For example, older children know that they must stop and listen when they hear a bell. They play kindly and cooperatively together and are motivated by the inviting learning experiences available to them. For instance, children persevere in building complicated train tracks together and take turns counting in board games. Toddlers thoroughly enjoy digging in sand, as well as filling and emptying containers. They are enthralled as they find shells and discover the 'sound of the sea' as they hold them to their ears. However, opportunities for babies do not consistently capture their interests and meet their learning needs.

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

- Staff training and development is not fully effective. The manager reports difficulties recruiting suitable staff and has prioritised training. However, some staff have not yet accessed the training needed to update their skills. As a result, babies and children's learning and development needs are not always targeted effectively. Staff generally provide enjoyable activities but occasionally they lack focus. At times, babies and children lose interest and are not learning as much as they could.
- The manager evaluates the provision and uses feedback from parents. She monitors staff performance and provides staff with termly meetings to discuss their work. However, this is not focused sharply enough on helping staff improve their practice. As a result, the quality of teaching and learning is inconsistent.
- The manager uses additional funding successfully to help close gaps in children's learning. For example, staff identified children who found it hard to express how they are feeling. Mirrors were purchased to support children to look at their faces and recognise different emotions. Children with special educational needs and/or disabilities are supported with additional staffing when needed. These children make good progress.
- Staff support children's growing independence well. Toddlers find their own sun hats and get ready to go in the garden. Older children use the toilet

independently, count out their own snack and pour their own drinks. They help to tidy the room and have a strong sense of belonging to the group. Children are generally well prepared for their move to school.

- Managers and staff do not plan the environment carefully for all children. For example, floors sometimes become cluttered and noise levels are high. This does not consistently give babies and children a calm learning environment where they can explore safely and develop their listening and speaking skills fully.
- Staff provide good opportunities for children to learn about the world around them. For example, older children visit the local garden centre to buy seeds for flowers and beans. They plant them and care for them as they grow. Staff help to link learning by introducing activities around the story 'Jack and the Beanstalk'. Children learn about life cycles as they watch caterpillars develop into butterflies and watch ducklings hatch.
- Staff share daily information about their child with parents and regularly post photos online. Parents report that they are very happy with the service. The manager and staff support parents to help their children's learning and development at home. For example, staff encourage tooth brushing and the manager supports families to find a dentist. Families are encouraged to meet together at events such as the summer barbecue.

## Safeguarding

The arrangements for safeguarding are effective.

Staff support children to begin to manage their own risks. For example, they learn about road safety and how to negotiate stairs safely with support. The manager follows safe recruitment practices to ensure staff are suitable to work with children. Staff have regular first-aid, food hygiene and safeguarding training. They know what to do if they have any concerns about a child's welfare or the behaviour of another staff member. The manager and staff actively work with families and other agencies to ensure any early intervention needed happens promptly. The premises are well-maintained and secure.

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

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

	<b>Due date</b>
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improve the arrangements for monitoring, and support staff to ensure that all babies and children benefit from enjoyable and challenging experiences that take account of their individual needs, interests and stages of development.	30/09/2022
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**To further improve the quality of the early years provision, the provider should:**

- review and improve the organisation of routines to ensure that babies' play and attention are not needlessly disrupted, which will help them to consistently feel safe and secure
- review and improve the learning environments to ensure babies and children make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY248780
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10206876
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Mrs Hannah Moss & Mrs Geraldine Miles
<b>Registered person unique reference number</b>	RP527499
<b>Telephone number</b>	01273 416164
<b>Date of previous inspection</b>	13 October 2016

## Information about this early years setting

Footsteps Day Nursery registered in 2003 and operates in Portslade, East Sussex. The nursery is open each weekday, from 8am until 6pm, all year round. The provider receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 14 members of staff and, of these, six hold relevant early years qualifications to level 3 or above.

## Information about this inspection

### Inspector

Sue Suleyman

## 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 her evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the premises and discussed the intentions for children's learning.
- The inspector observed interactions between the staff and the children and considered the impact on learning.
- The manager and the inspector carried out a joint observation of an activity.
- Some parents spoke to the inspector and she took their views into account.

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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