

# Inspection of Footsteps Nursery Stratford

73 Timothys Bridge Road, Stratford Enterprise Park, STRATFORD-UPON-AVON,  
Warwickshire CV37 9BG

---

Inspection date: 9 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
----------------------------------------------	-------------

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

### The provision is good

All children are happy at this welcoming nursery. They are greeted warmly by familiar staff as they arrive. This helps children to feel secure as they say goodbye to parents and carers. Children settle down to play and show a strong sense of belonging.

Children are well behaved. The exciting environment ignites their curiosity and eagerness to learn. For instance, babies explore the indoor and outdoor areas confidently, making choices about their play. They manoeuvre their way into a low-level tray and experience the feel of the water and the smell of the herbs. This helps children to learn about real-life experiences. Older children make up storylines as they play on their pretend rocket and explore the world. They are confident to explore their ideas with staff and friends, as they 'blast off from Bournemouth to the Antarctic', buying ice-creams along the way. They demonstrate a broad vocabulary and good thinking skills.

Children are active learners and relish the opportunities to play in the nursery garden each day. Older children enjoy regular forest-school activities and visits to the allotment, where they explore the natural environment and the produce they have grown. For example, toddlers in the Lower Pre-school room were able to recall prior learning as they learn new vocabulary, such as 'pea-pod'. This provides them with a wider range of physical challenges and extends their developing language skills.

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

- The dedicated manager places a high priority on the well-being of staff. As a result, staff feel valued and enjoy working at the nursery.
- Key persons help children to feel secure, and this supports them to settle at the nursery. Staff support children's emotional development and give comfort to them. For example, following the COVID-19 pandemic, staff have re-introduced home visits, to aid new parents in the settling-in process. This supports children to become confident individuals and promotes their self-esteem.
- Children learning English as an additional language are supported well. For example, parents share common key words in their home language, and staff use visual prompts and sign in Makaton to further support their language development.
- The nursery has been through a period of change. Staff benefit from regular supervision and support to develop their knowledge and skills. However, the highly experienced manager recognises she is not yet monitoring staff practice closely enough to offer clear guidance on how to help them develop their teaching skills further.

- Staff support children with special educational needs and/or disabilities (SEND) well. They identify specific needs early on and provide targeted support. Staff work closely with other agencies, ensuring that children receive specialist support when needed. They adapt activities and nursery routines, taking account of individual needs, to make sure that every child has equal access to the curriculum. Staff also work very closely with teachers to help support a smooth move on to school for children.
- Relationships with parents are strong. Parents praise the staff for the care that their children receive. Parents say their children are well prepared for the next stage in education, including their move to school.
- Children benefit from a curriculum that is carefully considered and well planned overall. The manager clearly identifies what she wants children to learn as they move through the nursery. However, at times, although quieter children are happy, staff do not fully engage them during some activities, such as group discussions or some larger group story times.
- The manager seeks the views of her staff, parents and children to effect positive change. For example, she has an active parent and children's forum. Following children's interest in animals, children from the Upper Pre-school room voted to purchase the much-loved guinea pigs, 'Sausage' and 'Mash'.
- Children are provided with healthy snacks and nutritious meals. Mealtimes are social occasions and children's independence is supported well by staff. For example, babies use their hands to self-feed, toddlers use a spoon and fork to feed themselves and pre-school children use a knife and fork competently. Children learn to manage their self-care needs with confidence. Older children address their toilet needs well and wash hands independently.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff promote children's safety effectively. Staff understand how to identify signs of abuse and risks to children's welfare, such as the impact of neglect or domestic violence. They are vigilant and understand how to raise concerns. The manager knows how to take swift action to protect children or deal with allegations against staff. Staff assess potential risks in the environment to remove or reduce hazards. They supervise children well and teach them how to keep themselves safe. The provider carries out checks on staff to help ensure their suitability.

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

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

- strengthen the monitoring of staff practice so that they receive coaching support that helps them to further improve the good quality of children's learning

- support staff to plan children's learning to keep children fully engaged and offer the highest levels of challenge, especially during large-group activities.

## Setting details

<b>Unique reference number</b>	EY340790
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10116292
<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 4
<b>Total number of places</b>	125
<b>Number of children on roll</b>	187
<b>Name of registered person</b>	Footsteps Day Nurseries Limited
<b>Registered person unique reference number</b>	RP520741
<b>Telephone number</b>	01789 414004
<b>Date of previous inspection</b>	9 April 2013

## Information about this early years setting

Footsteps Day Nursery and Pre School was registered in 2007 and is located on a business park in Stratford-upon-Avon, Warwickshire. The nursery employs 37 members of staff. Of these, 13 hold appropriate early years qualifications at a minimum of level 3, including the manager, with early years professional status, and one staff member, with qualified teaching status. The nursery opens Monday to Friday, all year round, except for bank holidays and closing for one week over the Christmas holidays. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Amanda Perkin  
Sonia Panchal

## 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.
- One of the inspectors had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspectors took these views into account.
- The inspectors spoke with the manager and the area childcare specialist about the leadership of the setting.
- The inspectors looked at a sample of the documentation. This included evidence about suitability and training records.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022