

# Inspection of Footprints at Marton

School Lane, Marton, Macclesfield, Cheshire SK11 9HD

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Inspection date: 18 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	Not applicable

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

### **The provision is good**

Children enter the nursery happy, excited and eager to start their day. They are greeted by enthusiastic staff who are warm and welcoming. This results in children separating from their parents with ease and feeling safe and secure. Children behave extremely well. They form great friendships, are eager to play alongside each other, share resources and check in on their friends as they play. Staff are great role models. They speak to children in a lovely calming manner, with a nurturing tone and respectfully consider children's views.

Children demonstrate an eagerness to learn more and show great determination. Younger children rise to the challenge as they are asked to clap hands, blow kisses and bubbles. They look into a mirror and show delight as they identify their eyes and nose. Older children stay focused as they experiment with water while washing cars. Others get creative as they mix colours and work out the best size brush to define the marks they want to make. All children are making good progress.

Since COVID-19, the staff have worked closely with parents to identify the impact this has had on children's development. This has resulted in a more focused approach on children's emotional needs and their motivation to be active.

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

- The provider and the manager work closely together. They show great dedication and commitment as they strive to continually improve the overall quality of the setting. Continuous evaluation of the learning environment and its effectiveness is carried out. They accurately identify what is working well and are very proactive in recognising further developments that are needed. For example, they work closely with staff and mentor and model good practice throughout the day. They offer a range of professional development opportunities to enhance their quality of teaching.
- Overall, children benefit from a well-planned, sequenced curriculum. Staff follow their interests and have a clear understanding of what they intend for children to learn next. Children carry out group activities to learn more about recycling and the effect it has on the environment. However, staff do not always skilfully differentiate activities to meet the needs of all children. This means that occasionally, less confident and quieter children do not fully benefit from the learning opportunities provided.
- Children have great opportunities to be physically active. This includes them carrying out weekly 'stretch and grow' sessions. They move their bodies to music, crawl through tunnels and run around cones. Furthermore, children confidently identify muscles, such as 'biceps and triceps' and have a great understanding of what they are used for. This helps support children's physical

development skills well.

- Children's communication and language is generally promoted well. Staff provide children with rich language. They ask a wide range of questions, which allows children to think and answer confidently. Younger children are given lots of keywords to extend their understanding, which supports their growing vocabulary. However, at times during the day as different groups sing songs, rhymes, read stories and carry out other activities, the indoor environment becomes noisy. It is overstimulating and can disrupt children's learning and concentration.
- Parents comment their children love attending the nursery and 'skip' in each day. They are very pleased with the experiences offered to children, such as regular trips to the woods, local farms and churches. This helps them to gain first-hand experiences and have a growing understanding of their local community. Parents feel very well informed about what their children do when they are at nursery and are provided with ideas to extend their children's learning at home.
- Children's independence is promoted well. For example, younger children attempt to put on their shoes and older children are encouraged to dress themselves. Furthermore, children pour their own water and staff demonstrate to them how to use a knife correctly during lunchtime. These skills support children in readiness for school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular safety checks of their environment to help keep children safe. Staff have a good understanding of the importance of safeguarding children. They attend regular training to help them identify concerns and support children effectively. Staff have a sound knowledge of the policies and procedures to follow if they have any concerns regarding children's welfare. They can confidently identify signs and symptoms of abuse. This helps protect children from harm. Rigorous recruitment procedures are carried out, and regular reviews of staff's ongoing suitability take place.

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

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

- further support staff to develop their teaching skills, so they confidently differentiate group activities and ensure that less confident children benefit fully from the learning opportunities provided
- review and improve the organisation of routines to minimise the impact on noise levels at certain times of the day, to enhance children's learning experiences and concentration.

## Setting details

<b>Unique reference number</b>	2585704
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10239588
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	18
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Footprints Day Nurseries Limited
<b>Registered person unique reference number</b>	RP907042
<b>Telephone number</b>	07906941918
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Footprints at Marton was registered in 2020. It is located in Macclesfield, Cheshire. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kellie Lever

## 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 managers and has taken that into account in their evaluation of the nursery.
- The provider, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the provider and manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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.

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