

Inspection of Footprints Nursery Bollington Ltd

Dean Valley Community School, Albert Road, Bollington, MACCLESFIELD, Cheshire
SK10 5HS

Inspection date:

16 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Parents and carers accurately describe the nursery as a place where children feel safe and thrive. Staff expertly combine high-quality care with teaching that stimulates children's curiosity and knowledge. This is evident in the way that staff use books and stories. Toddlers hear staff reading a story that has simple, repeated lines. This captures their attention and they eagerly cross the room to listen. Pre-school children become deeply engaged in revisiting and discussing a favourite story. Staff listen closely to what children say. This helps them to check and extend children's knowledge. Staff's skilful involvement helps to promote children's confidence and conversation skills. Children make rapid progress in learning to communicate.

The nursery team supported families extremely effectively during the COVID-19 pandemic. Some parents describe the nursery as making the difference between them coping and not coping. Staff kept in regular touch by telephone and via an online application. They read stories to children via the internet. The excellent communication supported parents to advance children's learning at home. It helped children to return successfully to nursery when the time came. The manager intends children to gain the skills they need to form positive relationships and think for themselves. Children's progress towards this goal is demonstrated by their consistently positive behaviour and readiness to learn.

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

- Leaders and managers are conscientious and determined. Their vision for high-quality practice is rooted in their superb knowledge of how children learn. The manager communicates precisely what she wants practice to look like. She teaches staff to use questioning techniques that provoke children's thinking. Staff ask questions in a considered way and give children time to answer. Their high-quality interactions help children to become powerful learners.
- Children's meaningful vocabulary grows rapidly, because staff provide exciting first-hand experiences. This is demonstrated really well when children go for a ride on a service bus. They already know what a bus looks like. The outing helps children to find out what buses are for and what it feels like to ride on one. In a further example, tots go outside to find snails. There are no snails out today, but children add the words 'silvery trails' to their vocabulary.
- Well-developed leadership and teamwork help everyone to promote children's welfare and progress. Room leaders carry out a daily staff briefing. They pass on messages from parents. They tell staff about planned events, such as visits by children who are preparing to move rooms, which helps staff to provide tailored support for every child. Children feel happy and secure, because everyone works together in a friendly way.

- Staff help children to notice, from a young age, what is the same and different about themselves and other people. They look in mirrors. They study books that reflect the diverse population of modern Britain. Staff in the toddler room extend children's experience further when they mix play dough in different skin tones. Children make circles of dough and have fun adding eyes, noses and spectacles. Children learn to respect other people's views and beliefs.
- Staff work highly effectively with other professionals. When children attend two provisions, staff visit partner settings to share information about children's preferences and progress. When children have special educational needs and/or disabilities, managers and staff play their part in devising and enacting multi-agency plans. Managers use additional funding wisely. All children make excellent, sustained progress from their starting points.
- Managers coach and support staff to establish highly consistent routines throughout the nursery. This is one of the fundamental principles that underpin the nursery's curriculum. Staff teach children to follow the routines. By the time children are ready for school, they are self-assured participants in their own education. Pre-school children set the tables for lunch. They confidently bring the sand timer when they need to resolve a disagreement about sharing a toy.
- Parents who commented are unanimous in praising how well the staff team know their children. They say that babies benefit from care that celebrates their individual personalities and promotes their emerging self-determination. Parents are particularly admiring of staff's positivity. They say that staff inspire them to try out new activities with children at home and that the nursery is part of their team.

Safeguarding

The arrangements for safeguarding are effective.

Managers continually revise and extend their knowledge about child protection matters. They ensure that staff know the types of abuse that children may suffer. Recent staff training has focused on fabricated and induced illness. Staff know the signs that should alert them to this. They know what to do and who to tell. The nursery works in partnership with the school to keep the premises secure. Visitors wait at the gate and are escorted through the school grounds. Risk assessment is successfully incorporated into the curriculum. Children learn which clothes and footwear they need for the weather conditions and what they will be doing. This helps to promote their health and safety.

Setting details

Unique reference number	EY389368
Local authority	Cheshire East
Inspection number	10109790
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	56
Number of children on roll	91
Name of registered person	Footprints Day Nurseries Limited
Registered person unique reference number	RP907042
Telephone number	01625 662200
Date of previous inspection	4 October 2013

Information about this early years setting

Footprints Nursery Bollington Ltd registered in 2009. The nursery employs 20 members of childcare staff. Of these, two members of staff hold qualifications at level 6, 10 hold qualifications at level 3 and one at level 2. One member of staff holds qualified teacher status and one holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The operational director, the manager and the inspector completed a learning walk of the nursery. They conducted two joint observations of practice.
- The inspector held meetings as appropriate with the operational director, the manager and the special educational needs coordinator. She spoke with staff and children during the inspection.
- The inspector spoke with parents and read written feedback. She took account of their views.
- Examples of relevant documents were sampled and reviewed by the inspector. She checked 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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