

Inspection of Footprints Day Nursery Staines

Thorpe Road, Staines TW18 3HD

Inspection date: 26 September 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised due to breaches of the safeguarding requirements. Furthermore, children's needs are not met because staff are not clear about the sequencing of what they want children to learn. As a result, children's needs are not being supported well enough. At times, children lose interest quickly and some become frustrated or distracted by the continuous change in the routine. Despite this, staff are kind and caring towards children. However, they are busy, preoccupied with housekeeping tasks or supervising the children rather than providing purposeful interactions to support children to make the progress that they are capable of.

Some children lack motivation towards their learning, despite staff planning around their interests. At times, staff provide focused activities for them to play with. For example, children explore sea animals in the water tray. They use paint to make marks with brushes and enjoy imaginative play as they pretend to cook. On occasions, younger children are cared for alongside older children. During these times, not all children receive adequately challenging learning experiences. This results in children wandering around the room without engaging in any meaningful play or learning. Children are not supported to be independent learners. This impacts on their readiness for the next stage of their education. That said, children have formed warm relationships with their key person and are reassured with cuddles. Children explore sensory activities, such as mixing flour and water. They smile when they splash and feel the cold liquid trickle through their hands. Children build on their vocabulary as staff name the different colours and shapes they can see.

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

- Since the last inspection, the provider has made some improvements to the procedures that promote staff ratios, suitability and children's safety. However, there continue to be significant weaknesses in the safeguarding requirements and quality of the provision. This means children's safety is undermined and the quality of care and education that children receive is inadequate.
- Weaknesses in the overarching safeguarding procedures mean that children's well-being is compromised. The person with lead responsibility for safeguarding ensures all staff complete mandatory safeguarding training. However, she does not have sufficient oversight of staff's safeguarding knowledge. As a result, staff do not understand all safeguarding issues. This does not ensure the welfare of children.
- Although some staff are able to discuss how they can support children's learning, they do not implement the curriculum well at times. Throughout the inspection, most staff's communication was to interrupt play, direct children onto

another activity and to give them instructions rather than confidently challenge children in their learning. This means children are not always provided with tailored support to ensure they are making good enough progress from their starting points.

- Staff do not make the best use of routines to effectively include children and develop their early independence. Furthermore, staff's limited interactions do not encourage children's language and critical thinking. Most staff do not understand the intent of their curriculum and some activities are not well planned, are too ambitious or lack purpose. This limits children being able to benefit from meaningful learning.
- Children enjoy healthy and nutritious foods at snack and mealtimes. Staff encourage children to learn how to brush their teeth and consider the benefits of healthy eating. This supports children's physical well-being and their understanding of leading a healthy lifestyle.
- Overall, children enjoy fresh air and exercise. They develop their coordination and muscle control when they join in with yoga activities and explore a range of outdoor equipment. However, staff have not considered how to use outdoor play activities to maximum effect to support those children who prefer to learn outside.
- At times, staff support children's communication and number skills. For example, staff use repetitive language and encourage children to count objects in their play. Children enjoy listening to familiar songs and stories, which helps them to develop a love of the repeated words that they hear. They sing a welcome song to say 'hello' to each of their friends. This helps children to develop a sense of belonging.
- Children's behaviour is supported as staff offer clear reminders to help them build on their understanding of expected behaviours. For example, staff encourage children to walk inside and not to throw toys. Staff praise children when they demonstrate good manners and older children show a caring attitude to younger children.
- Partnerships with parents are effective. Parents comment that they are provided with enough information about what their children are doing, that staff are friendly and their children like to attend. The manager and staff make themselves available to parents. There is a variety of information available for parents, including notices, newsletters, online information and parent meetings.
- Staff receive a comprehensive induction programme and regular supervisions. They have no concerns about their workload and say they receive appropriate support for their well-being. However, leaders do not use the induction programme and supervisions well enough to ensure that staff consistently implement the curriculum effectively and tackle weaknesses in performance and their safeguarding understanding.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is not assured as most staff do not have a sufficiently robust, up-

to-date knowledge of safeguarding issues. For example, staff are unable to identify signs that indicate a child or family may be at risk of radicalisation. That said, staff have sufficient knowledge of the basic signs and indicators of abuse and neglect. They know the procedures to follow to report any child protection concerns to managers or other professionals. Efficient processes for recruiting staff ensure the suitability of all staff who work directly with the children. Managers and staff use risk assessment effectively to provide children with safe learning environments.

What does the setting need to do to improve?

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

	Due date
take immediate action to ensure all staff have up-to-date knowledge of wider safeguarding matters, with particular regard to the indicators that children may be at risk of being exposed to extreme ideas about right and wrong	14/10/2022
improve staff's implementation of the curriculum, so that information is presented to children clearly and that staff's interactions challenge and ignite children's curiosity, extend their thinking and help them persevere at tasks	14/10/2022
implement a well-planned curriculum that focuses on supporting all children to make good progress, gain high levels of independence and develop confidence in communication and language.	14/10/2022

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

- strengthen the planning of outdoor activities to further support children who learn better outside
- make greater use of opportunities for children to explore and learn through active play, by minimising distractions and interruptions to their learning.

Setting details

Unique reference number	EY548769
Local authority	Surrey
Inspection number	10249723
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	17
Name of registered person	Footprints Day Nursery Staines Ltd
Registered person unique reference number	RP548768
Telephone number	01784 464 316
Date of previous inspection	4 May 2022

Information about this early years setting

Footprints Day Nursery Staines registered in 2017 and is located in Staines, Middlesex. The setting operates from 7.45am to 6pm from Monday to Friday throughout the year. There are five members of staff who work directly with children. Of these, four hold early years qualifications from level 2 to level 5.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector assessed how well leaders and staff understand and implement the setting's policies, and how they support children's learning.
- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The manager, deputy manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children, and the impact these had on children's learning.
- The inspector reviewed relevant documentation, including evidence of staff's suitability and paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents during the inspection and took account of their views.

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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