

Inspection of Footsteps Nursery

89 Station Road, Castle Donington, Derby, Derbyshire DE74 2NL

Inspection date:

1 December 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Staff do not complete thorough risk assessments of the environment or the resources that children have access to. Additionally, leaders and managers do not ensure that all staff working on the premises have the necessary Disclosure and Barring Service (DBS) checks completed. This potentially impacts children's safety.

Children do not benefit from a consistently implemented curriculum that links to their next steps in learning. This is because some staff do not understand what they want children to learn from activities. In some group rooms, children wait around, as staff do not plan the transition between activities or daily routines well enough. For example, while staff prepare the room for lunch, toddlers wander around looking disinterested as they have nothing to do. During story time, staff struggle to encourage children to listen and engage positively. This is because children's attention is disrupted, as other staff interrupt the session to take children to have their nappies changed.

Nonetheless, children get plenty of opportunities to develop their growing physical skills. All children embrace outdoor play. Toddlers busy themselves collecting leaves. They talk to staff about the colours they see and how the leaves feel. Toddlers enjoy rolling hoops along the ground. Staff present challenges as they show children how to spin the hoops around their waists. Toddlers giggle as they try and copy. They use their large muscles as they pull themselves onto the climbing frame, where staff provide a helping hand when needed. Pre-school children ride tricycles, making a line as they follow each other. They push themselves along with their feet, safely negotiating the outdoor play equipment. This helps to develop their coordination skills.

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

- Staff do not complete thorough enough risk assessments of the environment to promote children's safety. They do not identify the potential risk posed by sharp scissors being accessible to children. In addition, inappropriate toys, which present a potential choking hazard, are within easy reach of younger children.
- Leaders and managers do not follow their own procedures for checking the suitability of all staff. For example, a DBS check has not been obtained for all adults who have access to the nursery. This is a breach of requirements.
- Leaders and managers have an overview of the curriculum and know what they want children to achieve. However, not all staff are clear on how to implement the curriculum or how to support children's next steps in learning during activities. As a result, the quality of teaching is variable, and children's experiences are not consistent throughout the nursery. Leaders are aware of what staff need to do to make improvements, but this has not yet been fully

actioned.

- Staff provide opportunities for children to use their small-muscle skills. For example, toddlers engage in a free-drawing activity. They excitedly choose resources, such as pinecones and their favourite toys, to draw around. Toddlers focus as they carefully use pencils to draw shapes, which they proudly show to staff. Pre-school children make marks with chalk. Staff draw letters to challenge them further, which children eagerly attempt to copy. This helps children develop the muscles they need for early writing.
- Staff in the pre-school room use effective questioning to extend children's learning. For example, children show an interest in insects. They giggle as they hide toy insects in a staff member's hair and use magnifying glasses to find them. Staff ask children questions to prompt their thinking. Children confidently suggest ideas about where bugs live and the food they eat. Outside, children's learning is extended further, as staff ask which insects they may find. Children share ideas and decide to look for worms under leaves and in the soil. This helps support children's developing thinking and conversational skills.
- Staff support children's creativity and imagination. For example, children take part in drama sessions, where they pretend to be dinosaurs. They eagerly engage as they practise saying the word 'pterodactyl'. They pretend their arms are wings as they flap around and shake their bottoms, pretending they have tails. Staff encourage children to consider how dinosaurs eat. Children suggest they can stretch and reach leaves in a tree. This helps children learn to solve problems.
- Staff do not plan well enough for changes to activities and routines. For example, staff tell children it is time to go outside. They help children get their coats and wellington boots on. However, some children have only just started eating a snack and others are having their nappies changed. This means there are prolonged waiting times before they are all ready to go outside. This results in children becoming bored and wandering around the room aimlessly.
- Staff promote children's good health. They provide children with healthy snacks and fresh drinking water. Staff ensure children regularly wash their hands before meals, after using the toilet, and after wiping their noses. This helps children to understand good hygiene practices.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not ensure potential risks to children are minimised. Risk assessments are not fully effective, as staff do not take swift action to remove all potential hazards. Additionally, procedures to ensure that staff working at the nursery are safe to do so have not been followed. Despite this, staff have a sound knowledge of the signs and symptoms of abuse and indicators that a child may be at risk of harm. This includes children who may be at potential risk of radicalised views. Staff know how to record child protection concerns and who to report these to. This includes concerns regarding the conduct of a colleague.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all reasonable steps are taken to safeguard children from risks, and put in place robust risk assessments that are understood and implemented by all staff	06/01/2023
take all necessary steps to ensure anyone working on the premises is suitable to do so, with particular regard to DBS checks	06/01/2023
provide staff with coaching, support and training to help them understand their roles and responsibilities to implement a curriculum that supports children's next steps in learning and meets their individual needs.	06/01/2023

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

- improve the ways staff manage routines, to minimise disruption to children's engagement in their learning and play.

Setting details

Unique reference number	EY361824
Local authority	Leicestershire
Inspection number	10266007
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	62
Name of registered person	Hearst, Elizabeth Lillian Eve
Registered person unique reference number	RP909619
Telephone number	01332 850 699
Date of previous inspection	18 April 2017

Information about this early years setting

Footsteps Nursery registered in 2008 and is situated in Castle Donington, Derbyshire. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for a week at Christmas. 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 Hyatt

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.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during lunchtime.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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