

Inspection of Footprints Day Nursery

Elim Christian Centre, Hall Street, Chelmsford, Essex CM2 0HG

Inspection date: 1 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. Younger children develop strong relationships with their key person. Older children demonstrate high levels of confidence and independence as they move around the exceptionally well-resourced playroom, exploring the wide range of activities accessible to them. Children display very keen interests in their play and learn to make decisions about what they want to do. For example, children define a randomly-selected object from the bucket. Staff encourage them to experiment with it and make sounds to describe it. Children use words and sounds to express their thoughts, and they use their imagination effectively to bring their ideas to life.

Babies and toddlers are offered a busy and exciting environment, with freedom to develop curiosity. They confidently crawl and walk around, exploring the variety of resources on offer. They watch staff and each other with interest, inquisitive to see what they are doing. For example, they enjoy copying staff and playing with large scarves, throwing them up and watching them fall slowly. They hop and squeal in excitement.

Children enjoy playing in the garden where they have access to physical resources, such as a bicycles and tricycles, and ample space to run around. This helps to strengthen children's balance, movement and coordination. For example, children play a racing game from one end of the garden to the other, avoiding obstacles.

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

- The curriculum is ambitious, while supporting and building on what children know and can already do. Staff complete ongoing assessments of children's achievements. Therefore, they know children well and understand their developmental needs and interests. This includes children with special educational needs and/or disabilities. The special educational needs coordinator works well in partnership with parents, other agencies and staff to reduce any gaps in children's learning.
- Staff support children's language and literacy skills well. For example, younger children show great interest in books as they listen attentively to familiar stories. At snack time, older children talk about the vegetables and fruits they eat. They discuss colours and what they see inside, and they notice patterns as they cut independently and confidently. They talk about seeds and what they can do with them. Staff engage with the children in conversation and introduce a wide range of vocabulary.
- Staff do not consistently allow the children time and space to elaborate their answers and to respond to questions that have been asked, to enable them to share their thoughts and ideas during activities. As a result, some children do

not have enough time to express themselves fully.

- Staff support children who speak English as an additional language. They use words and resources in children's home languages to develop their speaking skills. Sign language is used throughout the setting.
- Staff support children to develop good health and well-being. Children know to wash hands before eating and after using the toilet. Staff provide healthy food, plan opportunities for regular exercise and talk to children about the effect of exercise on their bodies. For example, older children jump up and down during an activity and then staff ask them to stop and feel their heartbeat. Children describe it as 'exercise' for keeping themselves healthy. Children comment that drinking water keeps them 'hydrated.' They are able to recall already acquired learning.
- Children behave exceptionally well. They are kind and respectful to one another, as well as towards the staff team. Any minor disagreements are swiftly handled by staff. Staff act as positive role models and demonstrate to the children what is expected of them. Children welcome their peers into their play and share resources. This develops children's self-esteem as they understand that they are valued, and their contributions are vital.
- The manager ensures staff maintain constant communication with parents and share ideas to extend children's learning at home. Parents talk very highly of the nursery. For example, parents feel staff are friendly and the setting has a 'family feel.' They comment that their children are making good progress and have improved in confidence and independence.
- Staff feel they are managed well and receive good support, as well as given meaningful opportunities for professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager has good knowledge and understanding of her role and responsibility to safeguard children's welfare. The team recognise signs and symptoms that would cause them to be concerned for children's safety. They know how to identify children that may be exposed to extreme views, and confidently explain what signs they would look out for in recognising female genital mutilation. Staff know how to report any concerns they may have about children or adults they encounter. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. The manager and staff ensure that the premises are secure and any potential hazards to children's safety are identified and minimised.

What does the setting need to do to improve?

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

- allow children more time to think and respond to questions, to help develop their

speaking and critical-thinking skills and enhance their learning further.

Setting details

Unique reference number	203995
Local authority	Essex
Inspection number	10234299
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	65
Number of children on roll	70
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Telephone number	01245 358855
Date of previous inspection	10 March 2017

Information about this early years setting

Footprints Day Nursery was registered in 2000 and is one of 18 settings run by the same charitable organisation. The nursery employs 21 members of childcare staff. Of these, two members of staff hold an appropriate early years qualification at level 6, 18 staff hold qualifications at level 3 and one holds a level 2 qualification. The nursery opens from Monday to Friday, for 51 weeks of the year. Opening times are from 7.45am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

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 manager and the inspector completed a learning walk of the nursery together and discussed the early years curriculum.
- The inspector spoke to the children about what they enjoy doing at the nursery.
- The inspector carried out a joint observation with the manager and evaluated it together.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views and their safeguarding knowledge.
- The inspector spoke to parents to obtain their views of 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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