

Inspection of Footsteps to Nunsmoor

Nuns Moor Centre, Studley Terrace, NEWCASTLE UPON TYNE NE4 5AH

Inspection date: 10 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children clearly enjoy spending time at this welcoming setting. Staff greet them with warm smiles and reassurance as they arrive and children quickly settle into the daily routine. Children develop strong relationships with staff, who know them very well as individuals. They benefit from a curriculum that provides them with enriching experiences. Children, including those who speak English as an additional language, are supported to make good progress in their communication and language skills. For example, staff use pictures and visual prompts to help children to understand the routines of the day.

Children are developing a love of literacy. Reading stories is embedded as part of the daily routine. Children demonstrate how they can handle books with care, as they self-select reading as an activity of choice. Children immerse themselves in their play and sustain their interest in activities for long periods. For example, children concentrate as they use tools, such as a pestle and mortar, to grind fresh coriander and squeeze juice from citrus fruit. They use their small-muscle skills further as they explore play dough. Children use the scissors to snip the dough, they push and roll it and use cutters to make shapes. Children's behaviour is good. They are beginning to understand that they must share and take turns with their friends.

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

- The manager provides an ambitious programme of learning. Staff gather information from parents when the children start, finding out what they already know and can do. All staff are clear about the age-appropriate skills and knowledge they want children to learn. They use observations and assessments of children's progress to plan experiences for the next steps in their learning.
- Children are becoming confident communicators. Staff introduce new words as they interact with children during play. They describe the jelly powder and water mixture children have made as 'squelchy' and 'slimy'. Later, children begin to use these words independently in their play. Staff repeat words back to children, to help them to develop the correct pronunciation of words.
- Children's independence is supported well, overall. For example, children pour their drinks during snack time. However, practice is not consistent as staff tend to carry out tasks that children could do for themselves. For instance, they do not always give children the time they need to put on their own coats and boots before they go outside.
- Overall, staff implement the programme for mathematics appropriately. For example, staff use mathematical language, such as 'full' and 'empty'. However, staff do not always support children to extend their mathematical knowledge. For instance, children are not encouraged to practise their counting skills as they

play.

- All staff are aware of children's individual care needs, such as dietary requirements. They provide children with healthy snacks and use this time for purposeful learning where they introduce new vocabulary, such as 'juicy' and 'crunchy'. Staff discuss what a dentist is as children play with toy teeth and toothbrushes. This supports them to gain an understanding of what a healthy hygiene routine is.
- Staff support children with special educational needs and or/disabilities well. They identify children who may need additional help or early intervention and agree support plans swiftly. They work in close partnership with outside agencies to ensure there is a collaborative approach to children's learning. Equally, staff support children who receive additional funding. They provide activities, such as rhyme time and animal antics, where children sing, play instruments and learn more about the world around them.
- Parents are very positive about the care the setting provides. They receive a detailed handover every day, so they know what activities their children have taken part in. Staff find out about the approaches parents are taking to tasks, such as toilet training at home. They follow the same methods so there is a consistent approach for children.
- The managers are very reflective and thorough in their approach to changes. They gather and act on feedback, for example, they have recently increased the security of the outside play area. Staff report that they feel supported by the management team and that their well-being is looked after. The manager offers regular support and supervision to all staff and sets targets to help them build on their good practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand the reporting procedures they must follow if they have concerns about a child or adult. They are aware of the signs and symptoms that may indicate that a child is at risk of harm. Staff's safeguarding knowledge remains up to date through refresher training that is frequently revisited during staff meetings. The manager confirms the suitability of staff to fulfil their roles. This includes a robust recruitment process and ongoing suitability checks. Staff carry out daily risk assessments to help ensure that the environment is safe for children. External doors and gates are securely fastened to stop other people from entering the premises. This helps to promote children's safety.

What does the setting need to do to improve?

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

- strengthen the implementation of mathematics to support children to use

numbers and counting during their play

- enhance children's independence and readiness for school by implementing a consistent approach, and by giving them more time to try before adult intervention.

Setting details

Unique reference number	EY476228
Local authority	Newcastle upon Tyne
Inspection number	10266858
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	36
Name of registered person	Footsteps Children's Service Ltd
Registered person unique reference number	RP909252
Telephone number	0191 2774421
Date of previous inspection	20 September 2017

Information about this early years setting

Footsteps to Nunsmoor registered in 2014 and is located in the Nunsmoor Centre, in the West of Newcastle upon Tyne. The setting employs six members of childcare staff, who all hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9am until midday and from 12.30pm until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 inspector carried out a learning walk with the nursery manager and operational manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with 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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