

Inspection of Footsteps Nursery (Paulton)

Paulton Children's Centre, Plumptre Close, Paulton, Bristol BS39 7QY

Inspection date: 21 March 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

New children are provided with lots of sensitive reassurance and support to help them settle into the nursery. Staff obtain lots of information from parents. They get to know children very well and quickly build relationships with them, including on useful visits to the children's homes when children are in their more confident environment. Children build strong bonds with staff who are caring and kind. Staff are attentive to babies' needs, quickly fulfilling these to ensure babies' well-being remains high. New babies thrive on this and eagerly explore the thoughtfully set out resources, their confidence quickly growing.

Children are motivated to learn and develop their skills. The curriculum lead practitioner and room leaders work closely with staff in the children's 'key families'. They link their curriculum and stimulating environment carefully to children's learning needs and interests. Children test out their ideas and explore different materials. Babies splash in water outside and learn to fill moulds with sand with attentive support from staff. Children create with natural resources outside producing imaginative mixes, such as a strawberry pie. They are inspired to make marks in flour and older children write letters of their name. They use scissors well and combine materials as they explore junk modelling and painting. Children develop their dexterity and strength in readiness for early writing.

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

- Children make good progress. Staff in the children's 'key family' observe children and makes plans of how they will help them achieve their next steps in learning. They work closely with parents and other settings children attend feeding information into their planning and ensuring that children receive a beneficial consistent approach. The special educational needs coordinator leads the identification and implementation of interventions and works with outside professionals to enable all children to achieve their potential.
- Managers and staff have recently changed the set up of the nursery's age groups consulting closely with parents, as they mixed the toddler and pre-school aged groups together. Children enjoy the increased areas and extended opportunities to mix with children of different ages. However, group times for this extended age group are not always successful in maintaining all children's attention and involvement. Multiple groups often use the same areas, and other staff are not always mindful of reducing distractions nearby.
- Children develop their independence skills and sense of responsibility very well. They help tidy away toys. Older children put their coats and boots on themselves when going outside. Children take an active part in mealtimes. Babies help to spread toppings on their crackers. Children serve themselves food and pour their drinks. They clear away their things, conscientiously scraping

their plates. They are keen to do things for themselves and are proud of their achievements.

- There is a calm atmosphere across the nursery. Staff work with parents to ensure there is a consistent approach to developing young children's behaviour. Babies and young children learn to take turns and begin to understand the needs of others. Older children play together. They share resources and at times show thoughtful behaviour, saying sorry for bumping into their friend.
- Staff introduce interesting concepts through practical activities. For example, older children explore what makes them unique, listening to a story first and then looking in a mirror and drawing their own features. Children explore their favourite story of 'Goldilocks and the Three Bears', then enjoy making porridge discussing sizes and 'hot' and 'cold', relating these to the story.
- Children's communication progresses well. Babies copy the carefully phrased words that staff model for them. Older children confidently take turns in conversation. Sometimes staff working with the older children are skilled in developing children's interactions. For example, staff use books and pictures to help children discuss the bugs they find in the garden. However, at times staff miss the chance to encourage the younger toddlers and quieter children to share their views, building their confidence and language even further.
- The long-standing leadership team supports staff thoughtfully and effectively. They have strong recruitment, induction and supervision processes. Apprentices and unqualified staff show good teaching skills and are well supported by the qualified staff they work with and the managers.

Safeguarding

The arrangements for safeguarding are effective.

The manager and deputy manager undertake higher-level child protection training to help them lead the safeguarding practice at the nursery. Staff also refresh their knowledge through training; all staff have undertaken first-aid training and a range of safeguarding training to ensure they have suitable knowledge to help support children appropriately. They understand what to do if they are worried about the children or if they have concerns about another member of staff. They are vigilant in their security procedures and supervision of the children, to ensure children receive good care and are kept safe.

What does the setting need to do to improve?

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

- review adult-led group activities and develop toddlers' and older children's attention and involvement to higher levels
- support staff to help the younger toddlers and quieter children to consistently share their views, building their confidence and communication even further.

Setting details

Unique reference number	EY430081
Local authority	Bath and North East Somerset Council
Inspection number	10279802
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	39
Number of children on roll	109
Name of registered person	Copsey, Rabinder Jay
Registered person unique reference number	RP514566
Telephone number	01761 415535
Date of previous inspection	2 August 2017

Information about this early years setting

Footsteps Nursery (Paulton) registered in 2011 and is located in Paulton, near Midsomer Norton, Bath and North East Somerset. It operates from 8am to 5.30pm, Monday to Friday. There are 11 members of staff that work with the children, of these one has qualified teacher status, and one holds an appropriate qualification at level 5, five staff have qualifications at level 3. There are three apprentices working towards early years qualifications. The nursery also employs a part-time housekeeper. The nursery provides funded places for children aged two, three and four years.

Information about this inspection

Inspector
Rachel Howell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the provision.
- The inspector viewed all areas and discussed with the manager how these areas are used.
- The deputy manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector held meetings with the manager and deputy manager and discussed their provision for children with special educational needs and/or disabilities.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures and safeguarding discussions were undertaken with members of the staff team.

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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