

Inspection of Footsteps Day Nursery

44 Cromwell Road, HOVE, East Sussex BN3 3ER

Inspection date: 23 March 2023

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 throughout the nursery benefit from the warm, caring interaction of staff. Children of all ages learn the social skills they need to prepare them for their future lives as learners, friends and neighbours. Staff provide positive and consistent support for children to understand how to share, take turns and to wait patiently when needed. Children relish in the praise they receive for acts of kindness. Those who are reluctant to join in tasks, such as tidying away toys, are easily persuaded as they are eager to help staff.

All children progress well as they take part in experiences that they enjoy. For example, younger children have great fun playing with musical instruments. Staff recognise and support the learning that takes place as children develop coordination and express themselves through using shakers and banging drums. Older children are highly animated as they recall facts they have learned, for example, about the diets of bats.

The thoughtful organisation of the outdoor play space successfully promotes children's physical development. There is apparatus to enable children of all ages and abilities to test and extend their climbing capacities. Staff also make good use of this space to focus on supporting children's knowledge of the natural world.

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

- The management of the nursery is strong. Regular team meetings and one-to-one supervisions support staff and keep their knowledge up to date. Changes within the staffing arrangements are managed effectively. For example, staff provide detailed information about children to colleagues when it is necessary to change key-person arrangements.
- Managers and staff place a strong focus on meeting the unique needs of each child. This is particularly evident in the attention paid to ensuring that children's medical and dietary needs are understood and catered for.
- Staff support children to make good progress, although the planning and implementation of some activities is more effective than others. The early years curriculum is tailored to reflect children's interests. However, although staff have a clear overall aim for each activity, their planning is not always as precise as possible. For example, staff do not consider the specific language, ideas or skills they want to share to extend children's learning. In addition, they do not always consider the number of children taking part. There are times when the popularity of adult-led activities impacts on how successfully these are delivered.
- Staff create an environment that is rich in spoken language. Older children become very confident talkers, using a broad vocabulary to share stories, ask questions and discuss what they have learnt. In addition, staff skilfully use sign

language and visual prompts to help children understand what is happening, and what will happen next.

- Staff help children of all ages to develop a love of books. Children listen to stories with great concentration. The cosy areas in each room are extremely well used as children frequently choose books to look at, alone or with a friend.
- Children develop their understanding of the world as they take part in first-hand experiences, such as growing plants, caring for fish and rearing chicks. Staff organise outings and experiences to help children learn about the lives of others in their local community and wider world. Staff plan activities that reflect children's languages and cultures. There are dual-language books and parents are invited in to read stories in their home language.
- Staff have a good understanding of what children like to play with, and popular items are made available regularly. For example, those working with the babies ensure that musical instruments are set out more than once a day. However, the frequent changing of accessible toys limits children's opportunities to explore freely and independently. This is most evident for the younger children whose access to equipment for drawing and making marks, for example, is limited.
- Parents' feedback about the staff and the progress their children make is positive. Staff engage with teachers at local schools to make the transition for each child as easy as possible. There are appropriate arrangements to work with other relevant professionals to identify and meet the needs of children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. They are aware of signs that may indicate children are at risk and know what action to take should the need arise. There are also clear procedures to respond to an allegation against a member of staff. Managers ensure that staff attend safeguarding training and use effective methods, such as quizzes and posing scenarios, to check that their knowledge remains up to date. Staff work closely with parents to devise and implement risk assessments where necessary to keep individual children safe.

What does the setting need to do to improve?

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

- support staff to refine their planning to more precisely consider the learning intent and how best to implement adult-led activities to maximise the learning of those taking part
- review and improve the organisation and accessibility of activities throughout the nursery to increase the opportunities for children to explore and develop the skills to become independent learners.

Setting details

Unique reference number	EY395529
Local authority	Brighton and Hove
Inspection number	10282630
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	65
Number of children on roll	60
Name of registered person	Footsteps Childcare Limited
Registered person unique reference number	RP905985
Telephone number	01273 779 034
Date of previous inspection	6 October 2017

Information about this early years setting

Footsteps Day Nursery registered in 2009. It is one of two nurseries operated by the same providers and is located in Hove, East Sussex. The nursery is open each weekday, between 7.30am and 6pm, all year round. The nursery employs 12 staff, of whom eight hold appropriate early years qualifications from level 2 to level 6. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Liz Caluori

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager lead the inspector on a learning walk throughout the nursery and outlined the intend behind the early years curriculum.
- The inspector observed the interaction of staff and children in all rooms and spoke to staff and children at appropriate times.
- The inspector and manager conducted a joint observation of an activity.
- The views of parents, expressed face-to-face and in writing, were taken account of as part of the inspection.
- The inspector viewed a range a relevant documentation.

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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