

# Inspection of Footsteps Nursery Cannock

Bridge Court, Orbital Plaza, Watling Street, Cannock, Staffordshire WS11 0DQ

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Inspection date: 14 March 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

GoodGood

## What is it like to attend this early years setting?

### The provision is inadequate

The provider and managers have failed to follow their safeguarding procedures in a timely manner. This has put children at risk of harm. That said, children enter the nursery happily and quickly settle into the routines of the day. Even the newest children are content and form attachments with staff. Babies approach staff for cuddles and reassurance. Young children enjoy exploring new textures and tastes while mixing baked beans on a tray. They are practising their early feeding skills and closely watching the marks they are making in the sauce. This helps to build the strength in their hands for their early writing skills.

Older children work together to get water up through the manual pump and into the wooden chutes and funnels. They delight as the water trickles out and they catch it in containers at the bottom. They are practising their numeracy skills and learning about capacity as they fill and empty the jugs.

Staff have high expectations for all children. They encourage manners and regularly praise children. Children generally behave well and listen to instructions. Children learn vital skills about how to act in an emergency. During a false alarm fire evacuation, staff soothe and reassure children with warmth and kindness. They make good use of songs to comfort and distract the children from the alarm. The children join in singing 'The Wheels on the Bus', while they wait patiently for leaders to check the safety of the premises.

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

- Leaders have a sound understanding of how to assess and improve the quality of teaching. This means leaders can quickly support staff and enhance learning for children. However, they have failed to ensure that all of their staff know how to follow their safeguarding policy and procedure.
- Children are inquisitive and explore their environment. Babies independently reach for shakers and reflective balls. They are eager and ready to learn as they confidently move around their surroundings.
- Staff encourage children to be independent and promote a 'can-do' attitude. Young children wipe their own faces after eating and help to clean the tables. When children successfully complete tricky tasks on their own, it helps to build their self-esteem.
- Parents speak very highly of the nursery. They comment that their older children who attended the nursery were well prepared for school and the transition was smooth. The regular sharing of information and strong communication means parents know what their children are working on next. They know their child's key person and how they can support learning at home. This means children get more opportunities to consolidate their knowledge and deepen their

understanding.

- Children generally behave well. Staff give appropriate boundaries and are attentive when children put themselves in danger. For example, when climbing on chairs or flicking switches, staff quickly make children safe by moving them away. However, there is further scope for staff to fully explain to children the impact of the unwanted behaviour, so that they get a deep understanding of how to behave and keep themselves safe.
- Children are learning about healthy lifestyles. They enjoy daily outdoor play. They practise their physical skills, jumping, climbing and pedalling bicycles. They eat balanced and nutritious meals and have access to fresh drinking water. Children routinely wash their hands before eating and when returning from outside. Sometimes, staff do not always wash their hands or change their aprons between nappy changes. This could spread germs.
- Staff nurture a love of books. Even young babies reach for books and carefully turn the pages. Staff are inspiring story tellers and make good use of props to engage children. Staff encourage repetition and recall of what happens next when reading 'The Very Hungry Caterpillar' together. This allows children to think critically, express their ideas and practise their language skills.
- The journey children make, moving through base rooms and the initial settling-in process, is structured and well planned. Staff work closely with parents to gather valuable information when children start. This supports staff to set up the environment on the children's first day with activities they know will interest them and help them to settle. Each base room has a designated transition officer to facilitate children moving through the rooms. This means children feel secure and settle quickly. Staff precisely plan activities based on the individual child's interests, routine and next steps. This means children make good progress in their learning from their starting points.
- Support for children with special educational needs and or disabilities is good. Staff are attentive to their individual needs and support their emotional well-being with specific resources, like sensory baskets. Staff work closely with other professionals to set regular targets and help children to get the early support they might need. This helps them to make the best possible progress of which they are capable.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers failed to notify and refer information to other agencies, in a timely manner, when a child made a disclosure to them. This did not ensure children's safety. That said, staff have a good understanding of the signs and symptoms to look out for if concerned about a child's welfare. The environment is risk assessed throughout the day to ensure that the premises are safe and secure. Staff count children in and out of the rooms, so they remain safely accounted for. There are robust recruitment procedures in place and ongoing checks mean staff working with children remain suitable.

## 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
strengthen all staff's knowledge and understanding of safeguarding procedures so that they know when to notify other agencies without delay if a child makes a disclosure.	24/04/2023

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

- make sure that staff always fully explain to children the impact of unwanted behaviour, so that they get a deep understanding of how to behave and keep themselves safe
- improve staff's hand hygiene practice so that they consistently change aprons and wash hands between nappy changes, to help reduce the spread of germs.

## Setting details

<b>Unique reference number</b>	EY484984
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10282178
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	117
<b>Number of children on roll</b>	195
<b>Name of registered person</b>	Footsteps Day Nurseries Limited
<b>Registered person unique reference number</b>	RP520741
<b>Telephone number</b>	01543 509089
<b>Date of previous inspection</b>	28 June 202228 June 2022

## Information about this early years setting

Footsteps Nursery Cannock registered in 2014. The nursery employs 36 members of childcare staff. Of these, 20 hold an appropriate early years qualification at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Rudge

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector spoke to several 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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