

Inspection of Footsteps Nursery

89 Station Road, Castle Donington, Derby, Derbyshire DE74 2NL

Inspection date: 25 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Staff create a nurturing and caring environment that helps children to feel safe and secure. They are attentive to children's needs and offer comfort and reassurance. Staff know their key children well and understand what they are interested in learning about. Children explore and communicate with confidence. They behave well, take turns, share resources and are respectful of each other. For instance, babies rub their friends back to help sooth them to sleep. Older children remind their peers of the rules when riding their bicycles and cars up and down the track.

Children benefit from the routines that staff put into place. They understand to line up before going outside and wash their hands before mealtimes. From an early age, staff teach children about keeping safe. Children know the importance of applying sun cream and wearing a sun hat when playing outside in the sun. They know to hold the handrail when travelling up and down the stairs and taking turns to go down the slide.

Children spend much of their time outside at this nursery. Staff provide children with lots of opportunities to be active and to develop their physical skills. They use a traffic light system to help children to practise to stop and start as they move around on a variety of ride-on toys. Children take turns to balance and move their bodies across an obstacle course. Staff share ideas about how the children can move in different ways. Children leap, bounce and jump their way across the tyres. This helps them to build on their core strength and coordination.

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

- Leaders have worked hard to address the weaknesses identified at the last inspection. They have reviewed their risk assessments and made necessary changes to ensure that hazards are removed. Leaders have reviewed their processes for checking the suitability of anyone working on the premises and carried out relevant Disclosure and Barring Service checks. They have worked closely with staff to support them to implement a curriculum that supports children's needs and next steps. For instance, staff plan activities linked to their key children's interests and next stage of learning.
- Staff provide children with opportunities to use their imagination and mathematical skills. For example, children get into character as they play in the farm shop role-play area. Staff ask to buy ingredients to bake a cake. Children recall what ingredients are needed and discuss weight and measure. They count the items in the basket and ask for payment. Children are making good progress in their mathematical skills.
- Children are starting to learn the importance of good oral hygiene through activities and regular toothbrushing. For instance, after mealtimes, babies get

excited when they see their toothbrush. They independently move their brush around their mouths and staff help when needed. That said, children are not always encouraged to make healthy drink choices and are given juice throughout the day.

- Partnership with parents is a key strength of the nursery. Leaders actively seek the views of parents, and any feedback is quickly acted on. Parents feel fully included in their children's learning at every stage. They are aware of their children's next steps and staff help parents to extend their children's learning at home. For example, staff send home activity bags for children to enjoy with their families.
- Staff morale is high. They state that they are very happy in their roles and comment on how well leaders support them professionally and personally. Leaders recognise the importance of staff supervision meetings. They use these meetings to identify future training opportunities and build on staff's professional development. However, staff's knowledge of the curriculum intent is not always clear. They sometimes struggle to express what skills they want children to gain from the activities provided.
- Children have many opportunities to develop their communication and language skills. Staff encourage children to develop a love of books. For instance, babies select books and snuggle up to enjoy a story with their key person. Toddler children benefit from weekly visits to the local library, choosing a book to share with their family at home. Pre-school children use their imagination to re-enact their favourite stories. They search the garden for props and negotiate who is which character. They skilfully work together and take turns to share their ideas and retell the story.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular safeguarding training. They have a good understanding of how to recognise children who may be at risk of harm or abuse. Staff are aware of how to escalate any concerns about children's welfare to the relevant agencies. They also know how to respond in case of any allegations made against a colleague. Leaders have effective procedures for the recruitment and induction of new staff. Staff make sure the premises are secure to ensure that children cannot leave unsupervised and any unauthorised visitors to the setting cannot gain entry.

What does the setting need to do to improve?

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

- offer children fresh drinking water consistently throughout the day, to support them to make healthy choices
- support staff to have a clear understanding of the curriculum intent for children,

to help children reach their full potential.

Setting details

Unique reference number	EY361824
Local authority	Leicestershire
Inspection number	10269620
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	55
Number of children on roll	69
Name of registered person	Hearst, Elizabeth Lillian Eve
Registered person unique reference number	RP909619
Telephone number	01332 850 699
Date of previous inspection	1 December 2022

Information about this early years setting

Footsteps Nursery registered in 2008 and is situated in Castle Donington, Leicestershire. The nursery employs 14 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday, all year round, except for a week at Christmas. Sessions are from 7.30am to 6pm. The nursery is in receipt of funding for the early education of two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk together. The inspector spoke with the manager and staff to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to 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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