

Inspection of Barbies Footsteps

The L E A D Centre, Dane Valley Road, St. Peters, BROADSTAIRS, Kent CT10 3JJ

Inspection date: 15 June 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly happy and settled at this exemplary nursery. Friendly and nurturing staff greet every family and child warmly at drop-off time. The children eagerly rush off to their room or forest school to start their day. Staff go above and beyond to ensure that they know each family and child well. These close relationships are evident in every room. Children thrive from the personalised one-to-one support they receive from their key person. These relationships help children to feel safe and emotionally secure.

The manager and staff are highly ambitious for all children to develop a love of learning and achieve well. This is consistent across the nursery. Staff are proud of each child's progress and achievements. They celebrate every milestone, big and small, with the child and their family. Children are very friendly and behave well as they seek adventures in the wonderful outside learning space. For example, a large bucket turns into a boat travelling to London to visit the zoo. Children talk about the animals that they are going to see and how long it will take to get there. Staff sensitively support children to engage deeply in their learning for long periods.

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

- The manager and leadership team are inspirational. Their passion for making sure every child receives the best quality education is infectious and is shared by staff. Staff say that they love working at the nursery. They have highly effective supervisions that focus on their well-being and professional development. The passion and enthusiasm shown by staff benefit children's experiences greatly.
- Parents and carers report that staff go 'above and beyond' in everything that they do. They organise parent support groups on subjects such as starting school and behaviour management. Staff build excellent relationships with families. This provides children with a consistent approach to their care and education.
- Staff provide children with rich experiences to learn about their own culture and explore different families and communities. For example, they explore how to care for different hair types and try on head scarfs and saris. This develops children's character and their understanding of what makes them unique. They are ready for life in modern Britain.
- Support for children with special educational needs and/or disabilities (SEND) is excellent. The special educational needs coordinator (SENCo) swiftly intervenes if children need further help. Small daily intervention groups focus on building key skills, for example listening and attention. Funding is used effectively to ensure that children who need support achieve the best possible outcomes.
- Older children use a registration board to sign themselves into their room. They place their name under an image of how they are feeling. Staff then use books

and puppets to talk to the children about their well-being. Children are confident to manage their own feelings and behaviours, supported by staff.

- Staff expertly create a well-sequenced curriculum that successfully builds on what children know and can do. For example, children in the baby room have fun as they explore jelly using spoons and scoops. Staff encourage toddlers to engage in more complex and precise activities, such as using tweezers to pick up cereals. By the time children move into the pre-school room they are confident in using knives safely to cut up vegetables. The excellent support that children receive on their journey through the nursery equips them with the control and coordination they need in preparation for writing.
- Staff's interactions with children are excellent. Staff expose children to a wide breath of vocabulary. In forest school, children talk about the vegetables that they are growing. They learn new words such as 'seed pod', 'mange tout' and 'runner bean'. They taste peas and describe them as 'small' and 'sweet tasting'. Children use new language in their conversations. Their language and communication skills develop rapidly.
- There is a consistent, high standard of teaching across the nursery. Children are incredibly independent in all aspects of their play and self-care. Babies feed themselves and older children pour their own drinks. Children tidy up the garden as they leave so that it is ready for another group to enjoy. The independent skills developed make sure that children are ready for school.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team has created a culture of safeguarding throughout the nursery. This places children's safety and well-being at the highest priority. All staff have undertaken safeguarding training, including specialist training for those working with babies. They can recognise the signs and symptoms of abuse and know how to report concerns. The designated safeguarding lead works closely with other professionals to ensure that children and families quickly access support that they need. Children learn to assess and manage risks during their adventures in the outdoor play area and forest school. There is a strict recruitment process that checks the suitability of all staff.

Setting details

Unique reference number	EY469690
Local authority	Kent
Inspection number	10289593
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	122
Name of registered person	Pilcher, Barbara
Registered person unique reference number	RP512986
Telephone number	01843602189
Date of previous inspection	29 November 2017

Information about this early years setting

Barbies Footsteps registered in 2013 and is situated in the Broadstairs area of Kent. It is one of two nurseries owned by the same provider. The nursery operates Monday to Friday, from 8am to 6pm, for most of the year. The provider receives funding to provide free early education for two-, three- and four-year-old children. There are 25 staff, including the provider. Of these, 15 hold a relevant early years qualification at level 3 and three hold a qualification at level 2. One member of staff holds an early years qualification at level 5 and the deputy manager has achieved early years teacher status.

Information about this inspection

Inspector

Jennie Winchcombe

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 deputy manager 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 SENCo spoke to the inspector about how they support children with SEND.
- 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 deputy manager and the inspector carried out a joint observation outside with a group of children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to children to find out about their time at the setting.

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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