

Inspection of Footsteps Nursery Lichfield Road

130 Lichfield Road, TAMWORTH, Staffordshire B79 7SE

Inspection date: 7 August 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 arrive happily at nursery and settle in quickly to play with their friends. They develop close relationships with staff who are kind and gentle and provide well for their needs. This helps children to feel safe and secure in their care. Babies have lots of fun during song time. They are eager to join in and stand up to be involved. Babies move in towards staff for cuddles when they are excited or need reassurance. Staff welcome them with open arms. Older children happily sit beside or on staff laps to listen to stories. They make choices about which stories are read and are keen to contribute their thoughts and ideas of what may happen.

All children behave very well. They routinely use good manners and respond well to staff's gentle reminders to say 'thank you'. Younger children begin to understand feelings and develop the early language to express themselves. Older children use these skills and happily take turns during play with friends. For example, they wait to use different utensils to mix ingredients while they play in the mud kitchen. They learn about the effects their behaviour can have on others. This helps children to make and sustain friendships with their peers over time. Children gain the skills and knowledge they need to prepare them for their next stages in learning and beyond. They are well prepared for life in school.

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

- The curriculum is clearly sequenced to continually build on the learning for each child. Staff use information that they gain from parents at the start to find out what children know and can do. They make plans for activities and experiences to help children develop what they need to learn next. For example, babies build on their new walking skills and climb onto and walk along low-level blocks and ramps that are arranged by staff. This helps to increase their balance and control their bodies.
- Staff promote communication and language well. This includes for children who speak English as an additional language. Staff use clear speech and skilfully ask questions which prompt children to use their developing speaking skills. Staff repeat what children say clearly to enable them to hear words spoken and sentences structured correctly. As a result, children become confident talkers.
- Opportunities for children to explore are provided in abundance. Babies dig in the sand and gasp when they find hidden objects. They explore items such as marbles inside a net and happily share these with staff. Young children have fun, scooping away earth to find dinosaur figures and hidden toy bones. They excitedly show and talk about these items with their friends.
- Children develop increasing independence. For example, all children feed themselves with increasing skills and learn to use their cutlery. Staff teach young children the sequence to wash their hands correctly, while the oldest

children manage their personal care routines and manage other tasks such as dressing themselves.

- Children are eager to help staff to make play dough. Staff include new words as the texture of the dough changes. Children say, 'It is sticky.' They learn when to add more flour or water. Children use their imaginations and talk about what they would like to make. They say they want to make a sand pit or a swimming pool.
- Mealtimes are a positive and sociable experience for children. There is lots of chatter about the food they eat, while they also learn about how it is healthy for them. Children are provided with a varied range of foods to help broaden their palates. Children talk about their favourite foods and tell visitors, 'I really love this,' showing the dip they have spread onto their bread.
- Managers continually evaluate the effectiveness of the nursery. Parents, staff and children also contribute their views. Staff report that they feel supported to fulfil their duties and receive a range of training to increase their knowledge. The manager has identified there is a further training need to improve some of the teaching, particularly for the oldest children, that will improve the outcomes for these children.
- Parents say their children are very happy attending the nursery and say that they feel they are safe and cared for. They say their children are making good progress, and they value the detailed information they receive regularly about their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to keep children safe. All staff hold a secure understanding of signs that may indicate that a child is at risk of abuse. They have a robust understanding of how to report their concerns about a child's welfare, including if an allegation is made against a colleague. They know where to escalate their concerns if they are required to. Recruitment procedures are robust. This includes the background checks that must be made to check that staff are suitable to work in the nursery. Routine checks are made on the premises to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- Continue to provide the training and support staff need to develop their teaching skills even further, particularly when working with the oldest children.

Setting details

Unique reference number	EY386097
Local authority	Staffordshire
Inspection number	10304461
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	96
Number of children on roll	177
Name of registered person	Footsteps Day Nurseries Limited
Registered person unique reference number	RP520741
Telephone number	01827 55861
Date of previous inspection	21 January 2022

Information about this early years setting

Footsteps Nursery Lichfield Road registered in 2008. It is situated in Tamworth, Staffordshire, and is one of a chain of nurseries owned by Family First Nurseries Ltd. The nursery employs 24 members of childcare staff. Of these, two hold an early years qualification at level 6 and 16 at levels 2 and 3. The nursery opens Monday to Friday, all year round, from 7.30am until 6.30pm. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working 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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