

Inspection of Footprints Day Nursery

Alderford Street, Atherton M46 9DS

Inspection date: 4 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 have a wonderful time at this setting. They learn by experiencing meaningful activities. Staff teach the children about life cycles in real time, starting with tadpoles and caterpillars. Children keep watch on eggs in the incubator and delight at seeing them hatch into chicks. Pre-school children take care of the vases of fresh flowers in their classroom. Toddlers explore their senses and discover how materials change. They use tweezers and other props to hunt for toy animals hidden in trays of soil, foam and dry oats. Younger children enjoy picking the pips out of a pomegranate. This supports their fine motor skills as they explore the properties of various fruits.

A carefully constructed curriculum builds on what children already know and can do. As children progress through the rooms, the levels of learning are enhanced to continue to help them to make good progress. This ensures that when they leave they are ready for school. The setting has good links with the feeder schools, which children enjoy visiting to see plays. Staff have developed strong community links. This means children can go out and visit various places and experience the local community around them. Children visit the library, the fabric shop, the park and the local play centre. This helps children to develop a sense of identity and feel part of the world in which they live.

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

- Children are greeted individually as they arrive by the friendly staff. This warm welcome helps create a sense of belonging. Each child has a key person. New children settle well because staff know how to develop trusting relationships. Staff are responsive to the individual needs of each child. For example, staff learn some key words in the home language of those children who speak English as an additional language.
- Staff have created a lending library to further links with children's homes. Children are free to choose books to take home as often as they wish. To extend this service, staff record themselves reading stories which children can access and enjoy. This supports children to develop a love of books and stories.
- Leaders and staff make it a key priority to ensure that all children make good progress and are ready for their next stage in learning. From the youngest children to those in pre-school, the curriculum prepares them well for this. Staff plan lots of mark making and other activities, which help children to develop their fine motor skills. This helps to prepare them to be confident writers later on.
- Staff set up well resourced areas, both indoors and outdoors. There are lots of age-appropriate activities for children to engage with. For example, babies enjoy the low-level cog jigsaws on the wall. Toddlers spend lots of time engaging in

sensory play, using magnifying glasses, cutting paper and listening to stories. Pre-school children are learning how to manage their emotions and understand their feelings.

- Children clearly have a voice at this setting. Staff consult them about the environment and their learning. They follow the interests of the children. This has resulted in the creation of an outdoor shop, new construction area and a lily pad art project for the frogs. This helps to support children's self-esteem as they take ownership over their learning experiences.
- Parent partnerships are good. Parents feel that they are part of their children's learning and receive activities to do at home. Where parents have issues or queries they feel that staff are approachable. Management listen to their feedback and act at the earliest opportunity to resolve the matter. However, at times staff do not always help parents fully understand the setting's approach to education and care to promote continuity in children's learning.
- Staff appreciate that children learn in different ways and at different rates. They cater for this by adapting their teaching practice and ensuring children are effectively supported. Children with sensory issues enjoy specialist resources, for example bubble tubes, vibration pillows in the cosy area and edible activities.
- Leadership and management are good. The provision is well organised and staff have lots of training and progression opportunities. A good induction process ensures new staff quickly fit in and are able to make a valuable contribution to the setting. This ensures children are well catered for during times of transition.

Safeguarding

The arrangements for safeguarding are effective.

Staff encourage children to keep themselves healthy. Parents speak highly about the varied menu that the chef produces. Families are able to use the oral health station to access free bamboo toothbrushes, toothpaste and a sand timer. The team are aware of current safeguarding issues. They use the parent newsletter to advise about keeping children safe online. Staff are able to show their knowledge and understanding about potential signs and indicators of possible child abuse. Regular team meetings and training sessions ensure staff remain confident and competent in this area. There are suitable policies and risk assessments in place which are routinely reviewed. These actions keep children healthy and 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 help parents better understand the setting's approach to education and care to fully promote continuity in children's learning.

Setting details

Unique reference number	EY541708
Local authority	Wigan
Inspection number	10301413
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	1 to 4
Total number of places	87
Number of children on roll	91
Name of registered person	Footprints (Atherton) Ltd
Registered person unique reference number	RP541707
Telephone number	01942 876546
Date of previous inspection	2 January 2018

Information about this early years setting

Footprints Day Nursery employs 16 members of childcare staff as well as a chef and an administrator. Of these, 10 hold appropriate early years qualifications to at least level 3, including one who holds level 6 with qualified teacher status, three staff members have level 2 and there are three apprentices. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Masterson

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 inspector completed a learning walk and a tour of the premises with leaders.
- Two joint observations were completed. The inspector observed activities and the quality of teaching, both indoors and outdoors.
- The inspector held a leadership and management meeting with leaders.
- The inspector reviewed written feedback from parents to take account of their views.
- The inspector spoke to staff and children throughout the inspection.

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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