

# Inspection of Footsteps Childcare Centre

The Old Sunday School, Well Street, Tywardreath, Par, Cornwall PL24 2QH

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Inspection date: 26 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff are friendly and playful and greet children warmly when they arrive. Children feel welcome and settle in quickly. They develop positive relationships with staff and visitors and feel comfortable enough to ask for help when needed. Children are emotionally secure and confident. For example, babies clap and cheer their own accomplishments and older children proudly initiate 'high fives' with staff when they manage tasks independently.

Leaders and staff plan a broad and challenging curriculum that interests children and builds on what they already know and can do. Overall, staff provide effective support to challenge children and help them make good progress. Children are keen to get involved in activities and games and show positive attitudes to learning. In particular, children of all ages develop a love of books. They repeatedly request that staff and visitors read to them and listen really well, talking about the pictures and characters. Children have fun at the nursery and are well prepared for the next stage of their learning.

Staff make clear their expectations for children's behaviour. Pre-school children eagerly call out the rules during group activities to remind their friends. For example, they recall the need to wear wellington boots if they want to play outside and to wash their hands before eating. Children behave well and respond positively when staff provide gentle prompts about the rules when needed, such as not to climb up the slide from the bottom.

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

- Leaders and staff observe and assess children's stages of development accurately and are quick to identify any gaps in learning. They seek additional support when required, work well with other professionals and regularly review children's individual plans and targets to ensure these children receive any extra help they need.
- Leaders and staff work well together. They regularly discuss their ideas and plans for the children, provide a stimulating learning environment and are clear about what they want children to learn next. They have recently reviewed the organisation of the toddler and pre-school room to give the children more space to engage deeply in small-world play. This has helped children to concentrate for longer when playing imaginatively.
- Staff working with the babies provide a particularly calm environment where the youngest children can play and explore. However, at times, staff do not organise and manage the toddler and pre-school children's activities as effectively as they could, so some children become over-excited and very noisy. During these occasions, some other children, such as those sat at the snack table, cannot

hear staff to be able to join in with discussions.

- The provider, who is also the manager, supports and coaches staff effectively, linking their professional development opportunities with the needs of the children in attendance. However, at times, leaders and staff do not give each child as much attention and support as they could to engage and challenge them during their chosen activities and extend their learning further.
- Staff keep parents informed about their children's achievements and progress. Parents comment positively about the relationships that staff form with children and the help they provide for children who require additional support.
- Leaders and staff provide good support for children's communication and language development. For example, they sing nursery rhymes with the babies and toddlers, use signing alongside their speech, read books and model a broad vocabulary. Children express themselves confidently and clearly.
- Children play nicely together and are learning to manage their feelings and to solve problems independently. For example, after toddlers carry the colouring pencils away from the mark-making table, the pre-school children decide to get the crayons out to use instead.
- Children are becoming independent. They manage their own toileting needs, use cutlery to prepare snacks and feed themselves, and make their own decisions in their play and learning.
- Leaders and staff promote children's health effectively. For example, they work well with parents to promote healthy eating and to teach children about nutritious diets, including encouraging children to try different foods.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know their responsibilities to protect children from harm. They carry out risk assessments to ensure the premises are safe and secure. Leaders and staff complete relevant training and have regular discussions about safeguarding matters to keep their knowledge of child protection issues up to date. They understand the signs that might indicate a child is at risk and know how to record and report concerns, including in the event of any concerns about a colleague. Leaders carry out checks on staff to ensure that staff are suitable to work with children.

## What does the setting need to do to improve?

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

- ensure staff organise and manage children's physical development activities more effectively, to engage all children more deeply and support them to concentrate
- support staff to identify when and how to help and challenge each child during

their self-chosen play and extend their learning further.

## Setting details

<b>Unique reference number</b>	EY355990
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10309317
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	42
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Russell, Kelly Louise
<b>Registered person unique reference number</b>	RP513666
<b>Telephone number</b>	01726 816 911
<b>Date of previous inspection</b>	7 September 2018

## Information about this early years setting

Footsteps Childcare Centre registered in 2007 and is a privately-owned day care provision. It operates from a converted Sunday school building in the village of Tywardreath, near Par, Cornwall. The setting is in receipt of early education funding to provide free places for children aged two, three and four years. It is open weekdays from 7.30am to 6pm, for 51 weeks of the year. There are 11 staff who work with the children, including the manager, 10 of whom hold appropriate early years qualifications.

## Information about this inspection

**Inspector**  
Sarah Madge

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The provider and the inspector completed a learning walk together to discuss the intentions for children's learning.
- Children and their parents spoke to the inspector to share their thoughts and views on the nursery.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the provider.
- The provider held a meeting with the inspector to discuss the day-to-day running of the nursery and showed the inspector documentation to demonstrate the suitability of staff.

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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