

Inspection of Footsteps Atherstone Nursery & Pre-School

Ashleigh, Old Watling Street, Atherstone CV9 2PA

Inspection date: 23 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery and are keen to come into the rooms and play with their friends. They build close relationships with staff and frequently sit on their laps or beside them to receive cuddles and reassurance. This helps children to feel safe and secure in their care. Staff organise exciting games outdoors which help children to be active and practise their physical skills. Children have fun and are keen to use their skills while they follow staff's clear instructions alongside their peers. For example, they giggle as they practise jumping in a sack alongside their friends. Their peers cheer and clap as the children reach the end. Staff give lots of praise for their efforts and achievements, which helps to raise children's confidence and self-esteem. Other children are eager to take their turn as the games continue.

Children behave well. Staff adapt their teaching and practice to ensure all children, including those in need of some support, are helped to understand the behaviours that are expected of them. Young children respond well to staff's reminders to use their good manners, while older children say 'please' and 'thank you' with little prompting. Children enjoy learning. They gain the skills and knowledge they need to prepare them for the next stages of their learning.

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

- The nursery curriculum has clear intentions for children's learning as they move through the nursery. Staff gather information from parents when children first start, which helps them to ensure children settle in well. However, they do not yet make the most of the time spent with parents to find out about children's prior learning so that they can prepare them for their next learning from the outset.
- Staff consider the interests of children and prepare enjoyable activities and experiences for them. However, these plans do not yet focus sharply enough on including the learning that individual children need.
- The promotion of independence in this setting is strong. For example, babies manage feeding and the use of cutlery and utensils from a young age. Staff recognise children's capabilities and encourage them to manage their personal care needs when they are capable. Older children manage tasks independently, including dressing themselves and fastening their clothes. This helps to prepare them well for their move on to school.
- Staff support children's development of communication and language well. Babies say the words they know from the pictures they look at with staff and with their peers. They are keen to find the toys in their room which relate to these words, such as a zebra and a giraffe. Staff support children who speak English as an additional language well. They use familiar words in their home

languages alongside English to support their understanding.

- Children with special educational needs and/or disabilities receive the support they need to continue to make progress in their learning. The setting's special educational needs coordinator liaises effectively with parents, other professionals and key staff to ensure that children receive the right help and enjoy their experiences alongside their peers.
- Children are keen to engage in play alongside staff and with their peers. Babies show delight when staff prepare water to wash baby dolls. Babies excitedly point and say, 'bubbles, bubbles', and are ready to join in. Older children enjoy being creative and experimenting with paint. Staff encourage their creativity as children discover what happens when they use wooden hammers to make paint splashes across their paper. They talk about the colours they have used and the shapes they have made.
- Managers ensure that staff receive the training and support they need to continue their professional development and fulfil their roles and responsibilities. The arrangements for monitoring staff's teaching practice are effective. Staff say they feel supported and listened to by managers.
- Parents are happy with the nursery and specifically comment on the good communication from staff at collection time and the information they receive online. Parents say they receive regular updates about their child's care and learning and are happy with the progress their children are making. Parents say that staff are friendly and approachable.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- gain further information from parents about children when they first start in order to find out what they know and can do, to enable staff to decide and prepare from the outset for what children are ready to learn next
- ensure the activities and experiences provided to children focus more precisely on what they need to learn to help them to make the best possible progress.

Setting details

Unique reference number	2674261
Local authority	Warwickshire
Inspection number	10327427
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	1 to 4
Total number of places	74
Number of children on roll	136
Name of registered person	Footsteps Day Nurseries Limited
Registered person unique reference number	RP520741
Telephone number	01827 718249
Date of previous inspection	31 March 2023

Information about this early years setting

Footsteps Atherstone Nursery & Pre-School registered in 2022. The nursery employs 18 members of childcare staff, three of whom hold appropriate early years qualifications at level 6, with one who holds qualified teacher status. Nine staff hold early years qualifications at level 3 and two at level 2. The nursery operates all year around from Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education places 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 considered 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 manager and deputy 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024