

Inspection of Footsteps Nursery Stratford

73 Timothys Bridge Road, Stratford Enterprise Park, STRATFORD-UPON-AVON,
Warwickshire CV37 9BG

Inspection date: 13 February 2024

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

Managers and staff warmly greet parents and children. Staff spend time getting to know children when they start attending the nursery. This helps children to build close attachments with their key person. Staff offer cuddles and reassurance to children when there are visitors in the rooms. Children gradually relax and engage with the visitors. Older children are eager to share what they are doing, showing that they feel safe. Staff implement an ambitious curriculum which covers all aspects of learning and supports children's ongoing development. Children settle easily and enjoy time playing with their friends and the staff. They relish the time spent outdoors. Children run around and giggle as they splash in the puddles. Some children stand under an overflowing pipe and laugh out loud as it drops onto their head. Staff allow children to direct their play, while supervising and ensuring that they don't get too cold. Children develop good physical skills, practising their balancing skills, moving around the area. They climb on small equipment and manage different terrains on various surfaces. Babies and young children engage in messy play. They enjoy putting their hands in paint and clenching their hands and watching as it appears through their fingers. Children pat their hands on paper and make prints of their hands.

Staff are positive role models for children and support them as they learn the importance of sharing and taking turns. Staff encourage older children to think about minor squabbles that occur. They encourage them to talk about what happened and how they could have dealt with it differently. This encourages children to think about the impact of their behaviour on other people. Staff give gentle reminders to younger children about sharing and being kind to one another. They offer positive praise and encouragement, which helps to build children's confidence and raise their self-esteem.

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

- Managers recognise the skills and abilities of their staff team. Clear routines are in place to monitor staff performance. This leads to sharply focused professional development opportunities which enable staff to continually build their knowledge and skills. Staff's well-being is a priority. Managers and parents recognise staff's hard work and parents are encouraged to vote for who they feel is employee of the month. This accolade is displayed in the foyer for all to see.
- Staff interact well with children. Clear routines are in place throughout the day to ensure children spend time outdoors, as well as being involved in activities inside. Children become independent as they learn to dress themselves in readiness for going outdoors. However, sometimes the organisation of the day can lead to children lacking engagement and they lose focus. For example,

having to wait a long time when sat at the table waiting for their dinner and when there are not enough resources for children to access during planned activities.

- Children learn to follow instructions, for example, when making dough. They identify the ingredients they need from the recipe and measure them out carefully. Children mix them together using either their hands or spoons and add food colouring, such as red and yellow to make orange. Children understand that they have to knead the dough by 'scrunching your hand and punching it'. They display good skills of negotiation and turn-taking and high levels of concentration.
- Partnership with parents is good. They enjoy hearing about their child's day and the activities they have been involved in. Parents feel that staff support their children well, particularly when additional support is needed. They like receiving information about their child's development through the online app and feel the nursery is incredible.
- Children's language and communication skills are well supported. They enjoy listening to stories and join in with familiar text and rhyme. Staff encourage children's use of language and introduce new words, pronouncing them clearly for children to hear.
- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs and/or disabilities coordinator (SENDCo) works closely with staff, children and their parents to ensure that they receive the additional support they need in order to make the best progress.
- Children's health and well-being is a priority. They enjoy freshly prepared, nutritious meals that take account of children's dietary needs and preferences. Children rest and sleep safely as they need to and they benefit from plenty of fresh air and exercise each day.

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:

- consider how daily routines impact on children's learning and play.

Setting details

Unique reference number	EY340790
Local authority	Warwickshire
Inspection number	10327458
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	0 to 4
Total number of places	125
Number of children on roll	165
Name of registered person	Footsteps Day Nurseries Limited
Registered person unique reference number	RP520741
Telephone number	01789 414004
Date of previous inspection	9 August 2022

Information about this early years setting

Footsteps Day Nursery registered in 2007 and is located in a business park in Stratford-upon-Avon, Warwickshire. The nursery employs 35 members of staff. Of these, 16 hold appropriate early years qualifications at level 3 to level 5, including the manager, with early years professional status, and one staff member, with qualified teaching status. The nursery opens Monday to Friday, all year round, except for bank holidays and closing for one week over the Christmas holidays. Sessions are from 7am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Tracey Boland
Yvonne Johnson

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and the inspectors have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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