



Footsteps Day Nursery

Inspection report for early years provision

Unique Reference Number	EY248780
Inspection date	28 September 2006
Inspector	Shan Gwendoline Jones
Setting Address	Edward Spencer House, 221-223 Old Shoreham Road, Portslade, Brighton, East Sussex, BN41 1XR
Telephone number	01273 416164
E-mail	
Registered person	Geraldine Alexandra Miles
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Footsteps Day Nursery opened in 2003 and operates from three rooms in a converted building. It is situated in Portslade, East Sussex. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 55 children aged from one to under five years on roll. Of these, 18 children receive funding for early education. The nursery currently supports children who speak English as an additional language.

The nursery employs ten members of staff. Of these, six hold appropriate early years qualifications. Three members of staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as the staff sustain generally good levels of hygiene throughout the nursery. They are developing self-care skills as they are encouraged to wash their hands after using the toilet and before eating. Good policies and procedures are in place for first aid, accidents, sickness and medication which ensures children are well cared for.

Children enjoy a range of healthy snacks and meals, which are provided to meet their individual dietary requirements. They are able to access drinks independently at any time. Children sit comfortably at meal times where they enjoy a sociable time with the staff.

Children are developing a positive attitude to physical exercise which is enjoyed on a daily basis. Consideration is given by staff to extend children's learning during outdoor play. For example, children were having enormous fun painting the walls with water using the paint brushes. However, the outdoor physical play resources do not offer sufficient challenge for the more able children, for example, some of the bikes were too small for them to manoeuvre.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment. There are good security precautions, such as a clear system in place for answering the door and the recording of all visitors to the nursery. The staff help keep children safe in the nursery, they are also very vigilant in closely supervising children when using the stairs to the play rooms.

Children enjoy self-selecting from a wide range of clean, well-maintained, stimulating resources. They benefit from the staff's understanding of safety issues regarding the purchase and maintenance of equipment. As a result, children are able to play with toys that are safe and suitable. Children's art work is displayed around the nursery, which makes the environment attractive and gives children a sense of belonging.

Children's well-being is promoted by the staff by ensuring that all procedures and policies are in place. They have knowledge of administering first aid to assist a child in an emergency. Some staff have an adequate understanding of indicators of child abuse, however, not all staff are aware of their responsibilities in child protection matters. They are less secure of how to put the policies and procedures into practice, to ensure they could effectively safeguard the welfare of a child, should the need arise.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and enjoy coming into the nursery. They are confident and cheerful and have developed good relationships with their friends and staff in the setting. This allows children to gain maximum benefit from the learning opportunities on offer each day. Staff have

a sound knowledge and understanding of the Birth to three matters framework and incorporate the children's interests into the planning of activities. Staff provide appropriate individual support to ensure children feel included, their individual needs are met and their welfare promoted. Younger children begin to make sense of the world and express their ideas and feelings through a variety of well planned and interesting activities. They have suitable opportunities to use all their senses as they explore resources and equipment. For example, exploring the feel and texture of different materials. Children are absorbed and delighted as they happily get their hands and arms covered in the brightly coloured paints.

Nursery Education

The quality of teaching and learning is satisfactory. All adults understand how children learn. Their knowledge of the foundation stage and underpinning stepping stones is sound. They plan a well-balanced curriculum, identify and set suitable challenges for individual children to sustain their interest in learning, however this is less evident in outdoor play where children lack challenge in their play.

Children are forming good relationships with adults and children. Children work as part of a group, take turns and share fairly. Through various planned activities and topics, children become aware of cultural, religious events and customs of countries around the world. Their behaviour is good and staff are positive role models.

Children handle books competently and are aware that print and pictures carry meaning, for example a child reads a story to her peers, turning the pages, reading and engaging the children in the storyline. Staff encourage children to make links between sounds and letters in planned activities, but there are missed opportunities for children to write for a variety purposes.

They are developing control over their bodies as they have access to a variety of physical activities. They have great fun in the garden skilfully using equipment to develop their balancing and climbing skills, although some of the equipment lacks challenge for the more able children. The outdoor area is not fully utilised to fully incorporate the six areas of learning, which would enhance children's development and learning further. Children are developing their fine motor skills as they confidently manipulate paintbrushes, mixing paints together. Children have opportunities to develop their skills with technology and use the computer with confidence and increasing control.

Children are able to see numbers as labels in their environment, are confident with numbers and are able to count independently. Children have opportunities to experience a wide range of art and craft activities, they explore shape, colour, texture and form in two and three dimensions.

Helping children make a positive contribution

The provision is satisfactory.

Children's behaviour is handled sensitively and appropriately for their age. Good behaviour is reinforced with praise and encouragement. Children are kept active and busy and the staff ratio

is kept well within the recommended staff to adult ratio. Children are seen to be kind to one another, to share and to take turns.

Children's social, moral, spiritual and cultural development is fostered in a variety of ways. The setting is proactive in providing children with a suitable range of resources and activities to give them an awareness of other cultures and to promote a positive view of the wider world. They have frequent opportunities to learn about themselves, each other and the world around them. For example, they celebrate different religious festivals with art, craft and food activities and there are multi-cultural families and dolls for imaginative play. All children have equal access to resources and are encouraged to be fully included in all activities.

Partnership with parents is satisfactory. There is a prospectus providing information about the setting. Policies and procedures are available for parents to view on request. Parents are happy with the care provided and many parents feel they are kept sufficiently informed of their children's progress. Parents of younger children, and parents of the funded children are provided with a daily record of the child's routine and activities.

Organisation

The organisation is satisfactory.

Staff have a satisfactory understanding of their roles and responsibilities within the nursery and the deployment of staff ensures children are engaged in activities. Regular staff meetings are held to plan and monitor the curriculum. The registered provider is committed to staff attending training to ensure national standards are met and to enhance their own professional development. For example Birth to three matters training.

The leadership and management of nursery education is good. The registered provider has enabled the staff team to work closely with the early years development worker to improve their understanding of providing a generally well resourced environment which encompasses the six areas for learning. Some staff have attended further foundation stage training, which has developed their confidence and motivation within the setting.

All legally required documentation such as attendance and medication records are in place. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the setting was asked to improve safety in the outdoor play area; review how the space within the nursery is used for the children; further support children through appropriate interaction; ensure creams used are for the sole use of individual children and increase the range of natural materials for the younger children.

The setting has addressed all of these areas. The gates are securely bolted preventing unwanted visitors gaining entry to the nursery. All of the rooms are used for the children giving them sufficient space. Staff have developed their interactions skills with the children, to support their learning. If cream is required it is clearly labelled for the individual child. Heuristic play

has been introduced for the under threes and staff have attended training on heuristic play and treasure basket.

At the last nursery education inspection the setting was asked to extend children's mathematical understanding; and improve the knowledge of staff in how to extend activities for the more able children.

Staff have attended courses on mathematics. They incorporate number lines, number displays, talk about numbers during everyday routines and activities. These developments have had a positive effect on children's learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop staff's awareness of their responsibilities in child protection matters and ensure they know how to put the policies and procedures into practice.
- ensure children's times of arrival and departure are recorded in the daily attendance register.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more suitable resources and activities, to extend and challenge the more able children in outdoor play.
- further develop the outdoor play to fully incorporate the six areas of learning.

- increase opportunities for children to write for a purpose in a variety of ways.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk