

Footsteps Day Nursery

Inspection report for early years provision

Unique reference number EY248780
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Inspector Teresa Colburn

Setting address Edward Spencer House, 221-223 Old Shoreham Road,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Footsteps Day Nursery opened in 2003 and operates from a converted building. It is situated in Portslade, East Sussex. Children have access to three rooms located on the first floor of the property. A maximum of 26 children aged one to under five years may attend the nursery at any one time. The nursery is open Monday to Friday 08.00 to 18.00 for 52 weeks of the year.

There are currently 55 children on roll who are all within the Early Years Foundation Stage (EYFS) age range. The children are drawn from the surrounding local area. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of staff. Of these, including the two managers, eight hold appropriate early years qualifications. In addition, two member of staff are working towards a qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff develop good partnerships with parents which contributes effectively to their knowledge and understanding of each child, ensuring their needs are met. The management and staff have made improvements since their last inspection and routinely evaluate the service. Children make good progress in their learning and they enjoy their time at the nursery.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- create attractive book areas throughout the nursery where all children can freely enjoy books
- allow children to serve their own food, particularly at snack time

The leadership and management of the early years provision

The manager and staff are a committed team who enjoy caring for children. Management are aware of the nursery's strengths and staff have been involved in completing a comprehensive self evaluation form. They are in the process of addressing the identified weaknesses. All required paperwork is in place and well maintained.

Thorough risk assessments are in place to ensure effective actions are taken to manage and eliminate risks to children. All visitors are requested to sign in the visitors book. The fire equipment is routinely checked and fire drills are held

routinely. Staff have a secure understanding of safeguarding issues and the local procedure to be followed if they had concerns about a child's welfare. Staff are suitably organised and provide a warm and welcoming environment. Displays of children's art work enhance the nursery, showing children that their contributions are valued.

Parents are provided with good information about the service provided. Comprehensive policies and procedures are easily accessible. The nursery is committed to ensuring the service they provide is fully inclusive and staff make sure parents and their children feel welcome. Parents are informed about their child's day through written sheets and verbal communication. The staff have good knowledge of each child, they know them well and each child has an individual Early Years Foundation Stage file. This includes observations, art work and photographs of their play. Parents are provided with regular newsletters and invited to view their child's file, therefore further developing two-way cohesive partnerships. Parents and children have completed feedback questionnaires and are happy with the care and education provided for their children. Discussions with some parents demonstrate that they are happy with the nursery. For example comments made include 'my child loves coming here', 'I have no concerns' and 'I can talk to staff'.

The nursery has developed good links with other agencies and providers. For example, the manager has recently attended all the schools older children may attend and has taken various photographs. Informative and user friendly school books have been devised, showing various areas within each school. For example, the classrooms, outdoor play area, toilets and where children hang their coats. Therefore, this further aids the children's knowledge of their new school and their transition.

The quality and standards of the early years provision

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage Framework. Clear systems are in place to observe, assess and record children's achievements. Routines are planned to incorporate the needs of all the children.

Children are confident, relaxed and settled within the nursery. They are encouraged to be active, independent learners, self-selecting resources for themselves from the range of toys accessible.

Children are able to play cooperatively together, such as when sharing play dough, playing in the garden and taking turns. For example, babies enjoy sitting very close to staff whilst pressing buttons on the push-up toys. They concentrate intently whilst looking at photographs of themselves, families and their friends. Toddlers enjoy making dolls splash in water and sit for a long period of time spreading glue over their pasta picture. Older children enjoy using their imagination and sharing items whilst playing in the role play 'library' and enjoy social chatting whilst playing in the garden. All children are praised and enjoy interaction with each other and the staff. They approach staff with ease and confidence.

Older children enjoy listening to stories and looking at books after lunch time. They understand the sequence of events and discuss the forthcoming pages of 'Lost and Found' read by staff. They excitedly tell staff 'what they would put in the suitcase'. For example, bacon, blackberries and sandwiches. However, the book area in each room does not currently entice children to sit comfortably and enjoy books, as books are stored in boxes.

Children enjoy fresh air every day as they go on local walks or play in the outdoor area. For example, children enjoy looking at and talking about a 'cricket' a member of staff found on the potato plants. Staff encourage the children to hold the 'cricket' carefully and aid the children's learning as they discuss 'triangle legs' and 'shade of green'.

Children are polite with each other, remembering to say please and thank you and help tidy away after activities. This helps them to develop good life-skills for the future. Children are kept healthy as they learn the importance of good hygiene, for example they freely wash their hands before and after meals and understand the need to blow 'runny noses'. For example, a young child continually points to the tissues and understands how to wipe their own nose.

Nutritious healthy snacks contribute towards the children's healthy diets, with regular drinks available so that children remain hydrated throughout the day. Some children skilfully pour their own milk or water from child-size jugs. However, children do not currently serve their own snacks as staff put items into their bowl for them. Lunch is a social occasion for all children. Children enjoy eating their own packed lunches or the hot meal provided by an external catering company.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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