

Footsteps Day Nursery

Hove College, 44-48 Cromwell Road, HOVE, East Sussex, BN3 3ER

Inspection date	24/09/2012
Previous inspection date	15/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children play and learn in a bright, child-centred and well-resourced environment. They develop good levels of independence because of the encouragement they receive to explore, investigate and initiate their own games.
- Children progress well in all areas of learning as the vast majority of practice is extremely strong and staff are all skilled in engaging their interest and motivating them to learn.
- A high level of care and attention is given to identifying and addressing children's individual interests and preferences and staff implement small but thoughtful touches within the nursery which help children to feel settled and secure.
- Staff work very effectively with parents and other professionals to support children with special educational needs and/or disabilities and those who are learning English as an additional language.
- Children enjoy very healthy meals and snacks which are carefully planned to reflect their individual dietary requirements.

It is not yet outstanding because

- There are some occasions when children are not reminded to cover their mouths when coughing and are not given appropriate opportunities to move on from using drinks' beakers to cups.
- Inconsistencies in the quality of assessment and monitoring have been identified by the

management team but newly designed systems have yet to be fully implemented.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector met with the provider, manager and spoke with several staff in their group rooms.
- The inspector scrutinised documentation including registers, safety records and samples of planning and assessment.
- The inspector observed children's play and staff interaction.
- The inspector spoke with two parents.
- The inspector took part in a joint observation with the manager.

Inspector

Liz Caluori

Full Report

Information about the setting

Footsteps Day Nursery registered in 2009. It is privately owned and is one of two nurseries operated by the same providers. It is situated in a semi detached property in Hove, East Sussex. Children have access to the lower ground, ground floor and first floor

of the property. Areas are organised according to children's age. There is a secure garden for outside play.

The nursery is open Monday to Friday 8am to 6pm for 52 weeks of the year. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register.. There are currently 145 children aged from birth to five years on roll. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery receives early education funding for children aged two, three and four years. There are 26 staff employed, of whom 19 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop further children's health and self-care skills by providing opportunities for those in the two to three year age group to practise drinking without spilling and by reminding them to cover their mouths when coughing to prevent the spreading of germs
- strengthen the arrangements for assessing children's progress by monitoring that the support and interventions are timely in meeting children's very precise needs.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are skilled at providing activities which children thoroughly enjoy and which offer a good level of challenge. As a result, children are progressing well in all areas of their learning and development. The Every Child A Talker programme is used very well to support children's speaking. Most staff use open questioning to encourage children to think more deeply about what they are learning or experiencing. They also understand the importance of giving children sufficient time to formulate their response. Staff use books and stories effectively to engage children in language and to extend their imagination and understanding. This, in turn, helps children to learn that print carries meaning and encourages an interest in reading. Stories with repeated refrains engage children's interest and they enthusiastically join in with activities to act out stories using props and actions. They march, creep, shiver, whisper and shout as they take on characters from a familiar story and are confident to call out suggestions to extend their play. Similarly good strategies are in place to promote children's mathematical development and their understanding of the world. Staff employ fun techniques to help children recognise colours, for example, asking them to dip their hand into a bag of different coloured

animals to see which one they pull out.

Children benefit significantly from the freedom they receive to explore and investigate their environment. The areas used by children over two years are organised to allow free flow between several rooms. This very effectively supports them to make choices and to become independent learners and prepares them well for their transitions to school. Children's physical development is highly prioritised both inside and in the enclosed garden area. Babies learn to pull themselves up and are inspired to crawl in order to explore equipment such as a piece of low-level climbing equipment in their group room. Older children confidently handle mark-making equipment, paint brushes and other tools. They also enjoy energetic games with their friends. However, drinks for the children in the two to three year age group are generally set out in beakers. During snack time a child asked a member of staff to remove the lid of her beaker as she felt she didn't need it. This highlights abilities a child has that have been overlooked by staff due to some inconsistencies in the quality of current monitoring and assessment methods. Records indicate that the child has acquired all the underpinning skills to move on to using a cup but this information has not been pulled through to set this as a developmental goal. Overall, staff very competently identify children's individual needs and offer an appropriate level of challenge.

The contribution of the early years provision to the well-being of children

Children's emotional well-being is highly respected. Staff go to great lengths to reflect children's interests within the nursery, for example decorating one toilet cubicle with an individual child's favourite cartoon character to help him feel secure. An effective key person system is implemented, supporting children to form trusting relationships. Babies enjoy a relaxing cuddle as they wake, allowing them time to ease back into play and exploration. Older children seek out staff for support, reassurance or just to share jokes. Children benefit from individually planned settling in arrangements when they first start at the nursery and their transitions between rooms are sensitively managed. Very good strategies are also in place to help the oldest children prepare for school.

Children receive good support to understand the importance of adopting healthy lifestyles. They benefit from regular opportunities to play in the fresh air and are developing good personal care skills. They enjoy nutritious, tasty snacks and meals which are planned to reflect their individual dietary requirements.

Children who speak English as an additional language and those who have special educational needs are given targeted support to reach their potential. This is done as inclusively as possible and staff communicate well with parents and other involved professionals to provide consistency and cohesion. Children are confident, friendly, well-mannered and motivated. They form friendships and play cooperatively with their peers, for example engaging in complex and imaginative role play games. They are generous in celebrating other children's success and show pride in their own achievements. This gives them valuable experience to learn how to interact socially.

Staff respond promptly to safety concerns and involve parents in the risk assessment process to ensure that arrangements reflect the behaviours and needs of the children attending. Children are involved in setting rules for their safety which enables staff to identify and address any gaps in their understanding.

The effectiveness of the leadership and management of the early years provision

Strong relationships exist between the provider, managers and full staff team. Communication is very effective and staff demonstrate a good understanding of all policies and working practices. A good focus is placed on self-evaluation and continual improvement. The provider and managers have targeted a range of improvements and have made a number of changes to reflect the requirements of the revised Early Years Foundation Stage framework. They are aware of some inconsistencies in the quality of monitoring and assessment and have implemented a new system to address this. This has yet to be fully embedded although some staff have started to update the records on their key children.

The requirements relating to safeguarding are well understood and recruitment procedures are rigorous to ensure staff suitability. Regular supervisions and appraisals help to recognise the strengths of each staff member and identify any areas where further training may be beneficial. Appropriate procedures are in place to ensure that the learning requirements are met in full and that all assessments are conducted.

Parents speak very positively about their relationships with staff and are pleased with the progress that their children are making. They appreciate discussions with staff each day where they are told about the activities their child has enjoyed, as well as other information such as the food they have eaten and whether they have slept. There are also newsletters and notices which inform parents of forthcoming activities, including regular social events. Parents are encouraged to contribute to their child's learning by providing observations of their achievements at home. This is an area which has been targeted for further improvement in the recently revised systems for observation and planning. Staff are also proactive in communicating regularly with other early years providers where care of children is shared with another setting to provide consistent and coordinated care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY395529
Local authority	Brighton & Hove
Inspection number	884074

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	145
Name of provider	Footsteps Childcare Limited
Date of previous inspection	15/01/2010
Telephone number	01273 779034

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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