

Footsteps Day Nursery

Lyminster Avenue, Hollingbury, Brighton, BN1 8JL

Inspection date

Previous inspection date

14/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Robust staff induction procedures ensure all staff are suitable to work with children.
- Staff use appropriate questioning to stretch children's critical thinking fully.
- Staff are enthusiastic and motivated, and enjoy supporting the children at the nursery.
- Children's language and communication development are well supported, including children who speak English as an additional language.

It is not yet outstanding because

- Although children have good learning opportunities inside, there is scope to improve learning opportunities outdoors.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 examined documentation, including policies, procedures and children's records.
- The inspector spoke to the owner and members of staff at appropriate times during the inspection.
- The inspector carried out a joint observation with a member of staff.
- The inspector observed children in the indoor and outdoor environment.
- The inspector sought the views of parents, both in person and via documentation.

Inspector

Clare Leake

Full report

Information about the setting

Footsteps Day Nursery is one of three privately run nurseries. It opened in 2014 and operates from a converted church building in the Hollingbury area of Brighton, East Sussex. Children have access to an outdoor play area. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year, except for public holidays. This nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are four members of staff, two of whom hold appropriate early years qualifications to at least National Vocational Qualification level three. The nursery provides funded free early education for children aged two, three and four years. The nursery supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- continue to develop the garden to support children's progress in all areas of learning and development.

Inspection judgements

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

The quality of teaching is good. All staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. The indoor environment is well thought out and inviting to children. Outside however, there is scope to further develop the environment to provide more learning opportunities for children, for example, by further supporting opportunities to develop early writing skills. Staff observe and assess children's learning and use tools to accurately check children's progress. This includes completing the required progress check for two-year-old children, which staff share with parents. Planning is focused on meeting each child's individual needs. Staff identify next steps in learning and track progress well, and children's records cover all the areas of learning. These are shared and discussed with parents so that learning can be supported at home as well as in the nursery. Children's starting points are accurately assessed through observations and initial conversations with parents. Each child has their own learning journal; these include photographs, progress summaries and observations. Children are accurately assessed in their learning and development and consequently, early indications of any concerns can be addressed, and followed through with targeted supported to promote successful learning. Communication and language is supported well in the nursery. Children are confident and keen to communicate seeking out staff to talk to or ask questions. For example, children ask what colours they can create whilst mixing paint together, and staff ask the children what others colours they think they could make and whether they will be light or dark colours. Staff respond appropriately displaying

thoughtful listening skills, and by asking open questions in order to stretch children's critical thinking skills. Parents are kept informed at all stages of their children's learning. The key person plans purposeful and targeted activities for the children, and parents say they, 'feel informed as to what their child is learning, they know my child well and she loves it here.' The management team actively seek views of the parents who use the setting, and parents receive regular questionnaires and opportunities to discuss their views. Regular newsletters and a newly implemented social networking page ensure parents are kept informed of any upcoming events or important information. Children for whom English is an additional language are well supported by staff. For example, staff liaise with parents to identify key words in their home language, so children are fully supported in the nursery. As a result, children develop a good acquisition of language. There is a large selection of books on offer to meet the needs of the children, including books with dual languages. Staff read stories to the children and question what they can see. Young children repeat familiar words in stories, and join in with actions. This helps the children to really enjoy the story and discover that print has meaning. Staff work well together and are enthusiastic and full of fun. This is reflected in the motivation and laughter as children play. The cheerful children are engrossed in their learning, demonstrating a great sense of belonging. The main playrooms are well resourced and visually stimulating and offer children great choice about their activities and resources. Independence is promoted well as children self select resources they wish to play with. They also pour their own drinks at snack time and butter their own crackers enthusiastically, saying they are, 'covering all the bits up' on the cracker.

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

Children arrive with great enthusiasm and show confidence as they place their personal belongings on their assigned pegs. The key person system is effective in meeting children's needs as strong attachments have been formed between children and their families. For example, a young child runs up to a member of staff and gives her a cuddle as she returns from her lunch break. These close and trusting relationships enable children to feel safe and secure when attending the nursery. Babies and young children's individual needs are adhered to, such as sleep, nappy changing and feed times. This helps to meet their individual needs. Children behave well. Staff act as good role models, talking respectfully to each other and the children. This helps to provide consistent messages for children so that they understand the expectations of behaviour. Staff promote equality and diversity well in the nursery. Children learn about one another's differences as they play cooperatively together, and take turns with resources, waiting patiently for their turn. For example, in the outdoor area, children walk along a climbing frame, one at a time, while their friends encourage them to, 'get to the end.' Staff promote children's healthy lifestyles very well. They teach children the importance of personal hygiene routines, such as washing hands before handling food. Mealtimes are valued as social occasions where the children sit in small groups and engage in conversation with friends and staff. Staff enable children to take part in the preparation of healthy food. For example, they help to chop up fruit and butter their own crackers. Children spend time in the fresh air daily, where they benefit from physical exercise, develop confidence, and learn about nature. Children watch bugs as they crawl along the wall outside, and patiently watch until they crawl away. This

all helps children to develop useful skills for the future.

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

The management team and staff demonstrate a very good understanding of their roles and responsibilities to meet the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Staff have completed relevant safeguarding training and there are clear policies and guidelines to support them to understand the procedures to follow should they have a concern about a child. Staff record accidents and administration of medication and inform parents upon collection. All visitors are required to produce identification upon arrival at the nursery, and sign in and out of the visitor's book to ensure there is an accurate record of everyone visiting the nursery. There are robust recruitment and vetting procedures in place to help ensure all adults caring for the children are qualified and suitable. The management team and staff work well together and they are effectively deployed around the nursery to fully supervise and meet the needs of the children. Risk assessments are carried out every day on the premises and equipment, both indoors and outdoors. This helps to minimise risks to children in the nursery and when playing outdoors. The premises are safe and secure, and very good procedures are in place for the collection of children. This shows that the nursery makes the safeguarding and welfare of children a high priority. The management team supervise staff performance and the quality of teaching effectively. These observations inform the good practice in the nursery, and highlight areas for future development. As a result, staff are motivated and enthusiastic to provide high quality care, and learning and development for children. There is a good awareness of meeting the needs of specific groups of children, such as those learning English as an additional language. This support enables all children to make consistent progress in relation to their starting points. Staff fully understand that working closely with parents has a positive impact on children's learning and development. A detailed induction process, parent information board, newsletters and questionnaires, enable parents to be familiar with all aspects of the nursery. Daily conversations between staff and parents promote continuity of learning, and parents are welcome to contribute to their children's learning journals. Parents comment on how well the nursery supports their children, and how their children enjoy their time at the nursery. Effective links with professionals and external agencies are established so that children's needs are well supported to help them learn and develop well. This helps older children, and their parents, prepare for a successful move to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY472844
Local authority	Brighton & Hove
Inspection number	952649
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	24
Name of provider	Footsteps Childcare Limited
Date of previous inspection	not applicable
Telephone number	01273416164

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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, which are usually the childminder's 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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