

# Footsteps Nursery Walmley

Ash Cottage, Walmley Ash Lane, Sutton Coldfield, B76 2AA



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 18 May 2016    |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of the leadership and management                |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Good           | 2        |

## Summary of key findings for parents

### This provision is good

- Leaders and managers provide good support and guidance to the staff who deliver good standards of learning and care. Self-evaluation is established and staff, parents and children contribute to the culture of continuous improvement in the nursery.
- Children are cared for in a calm, supportive environment. Staff foster their sense of well-being effectively and children are confident to explore their surroundings and enjoy play indoors and outside.
- Children make good progress from their starting points because staff provide good quality teaching. They assess children's achievements regularly to plan for further learning. Managers monitor the progress of groups of children systematically to ensure gaps are closing.
- Children have access to a wealth of resources and have opportunities to explore a wide range of textures. They make links with real-life experiences as they play with equipment.
- The partnerships with parents are strong. Parents and staff work well together to support children's learning in the nursery and at home. Staff share information with parents each day about their child's experiences, routines and care.

### It is not yet outstanding because:

- Staff do not always allow time for older children to respond to questions and to choose their own resources during activities.
- Staff do not use opportunities sufficiently to extend younger children's understanding of healthy eating.

## What the setting needs to do to improve further

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

- allow sufficient time for older children to respond to questions to demonstrate their understanding, and provide more opportunities for them to choose resources to support their learning
- provide more opportunities for younger children to extend their understanding of healthy eating.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities indoors and play activities outside. The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies and procedures, children's assessment records and other documentation, including records of attendance and accidents.
- The inspector checked evidence of the suitability and qualifications of staff working with children and reviewed the nursery's self-evaluation form.
- The inspector held meetings with senior managers and nursery managers.
- The inspector took account of the views of children, parents and staff spoken to on the day of inspection.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers ensure procedures are followed effectively to promote children's welfare. The staff-to-child ratios are consistently maintained and staff are deployed effectively to supervise children during activities indoors and outside. Managers monitor the environment consistently and staff carry out robust risk assessments to ensure children are always safe. Leaders and managers ensure all documentation for the smooth running of the nursery is maintained, including accidents records. All relevant information is shared with parents promptly. The arrangements for safeguarding are effective. Staff keep up to date with changes and are well informed about their responsibilities to protect children. For example, they ensure children are not left unsupervised with unvetted persons at any time. Robust performance management ensures managers carry out regular reviews of practice and staff benefit from consistent training to enhance their skills. Leaders and managers work closely with other professionals to meet children's learning and care needs.

### Quality of teaching, learning and assessment is good

Children have worthwhile experiences because staff plan well for their individual learning. The language skills of babies and toddlers are promoted with lots of good interaction and eye contact. Staff have high expectations of young children, for instance, as they encourage them to name colours during play. Pre-school children have opportunities to practise pencil control while they make marks in materials, such as shaving foam. Staff give lots of praise for effort and motivate children with discussions. Staff acknowledge children's imaginative contribution as they compare the foam to favourite ice cream. They provide clear guidance for children to use a selection of open-ended resources and maintain their interests during activities.

### Personal development, behaviour and welfare are good

Children are happy and form strong bonds with key persons. They make friendships with others and play well together. Children often approach staff for help and respond positively to praise for good behaviour. Children learn about the world around them through a wide range of activities. They try out a selection of foods and learn about the countries from which they are sourced. Children enjoy healthy meals and snacks daily. Children's dietary needs are met effectively due to rigorous practice throughout the nursery. Children learn to keep safe as they contribute to risk assessments for forest school activities and learn to recognise potential hazards.

### Outcomes for children are good

All children develop the skills they need for their future learning. Younger children have opportunities to move around the rooms and help themselves to toys. Pre-school children put on coats and boots for outside play, under supervision. They develop good skills in early literacy and learn to do simple calculations with the aid of stimulating resources.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY489802  |
| <b>Local authority</b>                           | Birmingham  |
| <b>Inspection number</b>                         | 1051603   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 89  |
| <b>Number of children on roll</b>                | 149   |
| <b>Name of registered person</b>                 | Footsteps Day Nurseries Limited                     |
| <b>Registered person unique reference number</b> | RP520741  |
| <b>Date of previous inspection</b>               | Not applicable                                      |
| <b>Telephone number</b>                          | 01827 285566  |

Footsteps Nursery Walmley was registered in 2015. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2, 3, 4 or 6. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs or disability. The nursery follows the High Scope ethos.

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