

Inspection date	25 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The procedures to ensure that parents' preferences with regard to the food that their children are provided with by the nursery are not sufficiently robust.
- Processes for self-evaluation are not rigorous enough to identify weaknesses that need to be swiftly addressed.
- Staff do not consistently gain information from all parents about what their children already know and can do, prior to starting at the nursery.

It has the following strengths

- Partnerships between the staff and other providers and the local schools are strong. These help to promote consistency and continuity for all children's care and learning.
- The manager provides regular one-to-one confidential meetings for all staff. This ensures staff are confident to discuss their continued suitability, their professional development, key children and any concerns that they may have.
- Staff spend time making sure that children develop their strong emotional attachments. This helps children to settle in quickly and become ready to learn. Staff promote children's positive behaviour well. This aids children to develop positive relationships with others around them.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the procedures with regard to parents' preferences about what their children are permitted to eat are closely monitored and implemented at all times.	04/10/2018

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

- improve the self-evaluation procedures so that any weaknesses identified in the provision are swiftly addressed
- encourage parents to share more information, including their views about what their children already know and can do, prior to starting at the nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of leadership and management requires improvement

Staff complete risk assessments for all indoor and outdoor areas, to keep children safe and well. The self-evaluation processes do not focus on identifying weaknesses that need to be addressed quickly. For example, although children are provided with well-balanced meals, staff do not consistently implement all parents' preferences with regard to the food that their children can eat. However, they do make sure that children's dietary requirements, in relation to allergies, are followed through. The arrangements for safeguarding are effective. Staff keep their child protection training updated. They know what to do and whom to contact should they have a concern about a child in their care. Staff support parents well in helping their children to continue with their learning at home. However, staff are less successful in encouraging all parents to share their views about what their children already know and can do, prior to starting at the nursery.

Quality of teaching, learning and assessment is good

Staff caring for babies promote their sensory play and curiosity as they encourage them to investigate baskets of sensory items. During such times, staff use demonstration and a running commentary. Staff encourage toddlers to use their senses as they investigate real fruit and vegetables sited in the home corner areas. This helps toddlers to make real connections in their play. Staff use a range of questioning techniques that encourage older children to think and solve problems. This helps to promote all children's language and communication skills well. Older children's interest in the natural world is well promoted. For example, they enjoy their weekly forest school sessions and become excited by visitors to the nursery. They look on in awe as visitors bring along small exotic animals and talk to them about where they come from in the world. This enhances children's empathy for living things.

Personal development, behaviour and welfare require improvement

Due to weaknesses identified in leadership and management, children's welfare is not fully promoted. However, all children enjoy playing in the fresh air at various times of the day. Staff support children to take manageable risks in their play. Older children climb, balance and run around chasing their friends. Younger children and babies are helped to balance on the low stepping blocks and to practise their sit-and-ride skills well. These activities help children to develop their growing awareness of a healthy lifestyle.

Outcomes for children are good

All children make good progress. Babies are becoming increasingly confident as they freely explore the well-resourced play areas. Toddlers demonstrate high levels of excitement as they play musical instruments during sing-a-long times. Older children demonstrate their can-do attitude to learning as they identify colours, shapes and numbers and begin to write their own names. All children enjoy story time with their friends. They develop the skills they need in readiness for the next stage in their learning, including their move on to school.

Setting details

Unique reference number	EY542647
Local authority	Staffordshire
Inspection number	10078622
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 4
Total number of places	81
Number of children on roll	95
Name of registered person	Footsteps Day Nurseries Limited
Registered person unique reference number	RP520741
Date of previous inspection	Not applicable
Telephone number	07711350445

Footsteps Stafford registered in 2017. The nursery is one of 10 provisions operated by the provider. It employs 16 members of childcare staff. Of these, one holds qualified teacher status, one holds a level 6 qualification and one holds a level 5 qualification. Two members of staff hold early years professional status. A further 11 members of staff hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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