

Footsteps Nursery & Pre-School



Foster Road, Boxmoor, HEMEL HEMPSTEAD, Hertfordshire, HP1 1EL

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| Inspection date | 12 August 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | 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

- The well-qualified staff have a good understanding about how children learn and develop. They provide activities that are challenging and capture children's interests.
- Children quickly develop close attachments with staff. The key-person system is effective and promotes children's care and well-being. All staff, including those who have newly started, know the children well and meet their individual needs.
- The management team has an effective system to gather the views of parents and children. These are taken into account when identifying and setting targets for improvements.
- The partnerships with parents are good. They are fully involved in their children's learning and regularly receive updates about their assessments of learning. Parents are provided with ideas for activities that can be used to further develop their children's learning.
- Children's mathematical development is supported through staff's positive interactions. They enjoy counting as they sort and separate animals and vehicles. Children are engaged and interested in solving problems. For example, staff encourage them to work out how many more boats they will need to add to their four to reach eight.

It is not yet outstanding because:

- The manager is not making the best possible use of staff supervision to support less-experienced staff to provide very effective support for children's learning.

What the setting needs to do to improve further

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

- build upon the support for staff's practice to include more rigorous mentoring for new staff to help them to consistently provide very effective support for children's learning.

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 observed and discussed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the owner and deputy manager. She spoke to staff at appropriate times during the inspection. The inspector looked at relevant documentation, such as the nursery's self-evaluation form, policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents and children during the inspection and took account of their views.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the signs and symptoms that may raise a concern about the children's safety and welfare. They have a good understanding of the procedures to follow if they have any such concerns. The management team has implemented safe recruitment procedures. New staff are provided with an in-depth induction process. Assessments of children's learning are regularly evaluated to identify gaps in learning and provide targeted support to ensure they continue to make good progress. Staff gather children's starting points with parents and share their records of achievements frequently. They work closely with other agencies to support and set targets for children who have special educational needs or disability. Staff work in partnership with other settings that children attend to provide continuity of care and education.

Quality of teaching, learning and assessment is good

Staff effectively plan activities that are appropriate to the ages and abilities of children. They frequently complete observations to identify what children's interests are and how they can plan these into their next steps in learning. Children enjoy role play activities. For example, they delight in washing toy dolls with cloths and baby soap while talking about their younger siblings. Their language and communication development are good. Staff provide many opportunities for children to develop their speech. For example, they sing songs and encourage children to participate during story sessions. Older children learn some basic words in Spanish during group-time sessions.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are good role models and are consistent in their approach. Children show care and consideration for one another. For example, younger children share toy dolls with each other and take turns well. They receive daily opportunities for exercise and outdoor play. For example, children are taken on regular trips to the local wooded area and park. These provide opportunities for exploring natural materials and give children the space to play physical games. Children are provided with balanced and nutritious meals. Through discussions, books and activities, they learn about keeping healthy. They take part in creative activities and listen to stories about different festivals that are celebrated around the world. This helps children to develop their understanding about each other's differences.

Outcomes for children are good

Children are very motivated to learn and eager to participate in the wide range of activities offered. They learn the necessary skills in readiness for moving on to school. All children, including children who have special educational needs or disability, make good progress in their learning from their starting points. They learn to write recognisable letters and numbers using a variety of media. They learn to use technology to further extend their learning. Very young children have fun exploring a variety of home-made shakers. They sing along to well-known songs, as they listen to the different sounds each shaker makes.

Setting details

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| Unique reference number | EY485480 |
| Local authority | Hertfordshire |
| Inspection number | 1002436 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 34 |
| Number of children on roll | 46 |
| Name of registered person | Footsteps Nursery Limited |
| Registered person unique reference number | RP904527 |
| Date of previous inspection | Not applicable |
| Telephone number | 01442 244 565 |

Footsteps Nursery & Pre-School was registered in 2015. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports those who have special educational needs or disability.

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