

Footsteps Nursery School

Biddenham Turn, Biddenham, Bedford, Bedfordshire, MK40 4AZ



Inspection date	25 May 2017
Previous inspection date	18 October 2013

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

- Managers strive to provide a high-quality provision. Plans for improvement are successfully implemented to improve outcomes for children
- Children thoroughly enjoy their time in this warm and welcoming nursery. They behave well, learn to use good manners, share resources and take turns.
- Children form strong relationships with their key person. Staff successfully gather information when they first start and a well established settling-in procedure helps children settle quickly and develop well.
- Partnerships with parents are highly effective. Staff keep parents well informed about all aspects of their children's care and education. Parents are very complimentary about the nursery.
- Staff closely monitor children's progress and accurately identify any gaps in their development and learning. Staff provide enjoyable and imaginative activities to support children's progress.

It is not yet outstanding because:

- Staff do not always challenge the older or most-able children to the highest level.
- The managers do not focus precisely enough on supporting staff's professional development to raise the quality of teaching to outstanding.

What the setting needs to do to improve further

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

- provide greater challenge for the older and most-able children to maximise their learning and development
- focus on staff's professional development to raise the quality of teaching to outstanding.

Inspection activities

- The inspector observed teaching and learning, children playing and staff leading activities inside and outside.
- The inspector checked a range of documents, including policies and children's assessment records.
- The inspector conducted a joint observation with the managers.
- The inspector spoke to parents, staff and children to find out their views.
- The inspector held a meeting with the managers.

Inspector

Tracey Dawson

Inspection findings

Effectiveness of the leadership and management is good

Managers have high expectations of themselves and their team. They use self-evaluation effectively to identify areas for improvement or change. Safeguarding is effective. All staff understand their role in helping to protect children's welfare. Staff work in partnership with a range of agencies to support children who have special educational needs and/or disabilities. Recent training for children's language development has ensured that staff can act quickly if they have any concerns. Gaps in learning are identified quickly and support is provided to help children to make good progress.

Quality of teaching, learning and assessment is good

Staff use observations and assessment of children's learning effectively. They use this information to plan activities based on children's individual needs and interests. For example, children mix shaving foam and powdered paint. Staff encourage children to describe the texture and talk about how the colours change. Staff provide a range of resources that allows children to independently choose how they play and learn. For example, children choose from a range of role play themes in the home corner. Children's communication skills are strong and they become confident speakers. Children have constant opportunities to access a range of open-ended resources outside, such as planks and stones to help to develop their imaginative play.

Personal development, behaviour and welfare are good

Everyone from a wide range of backgrounds is made to feel extremely welcome at the nursery. The key-person system works well and helps children to become emotionally secure and to start to explore and participate in activities. All children, including babies are settled and happy. Staff are good role models. They give clear, consistent guidance to children about the expectations for behaviour. Children benefit from nutritious meals snacks and drinks. Parents and carers are complimentary about staff and value the support their children receive.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language are making good or better progress. Children are eager to learn and take part. They make decisions and play with good levels of independence. Older children are respectful and learn about the world around them. For example, they handle the nursery guinea pigs with care and take turns to feed them. Children are developing the necessary skills for their future learning or move on to school.

Setting details

Unique reference number	EY415737
Local authority	Bedford Borough
Inspection number	1065590
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	40
Number of children on roll	63
Name of registered person	Footsteps Nursery School Partnership
Registered person unique reference number	RP904780
Date of previous inspection	18 October 2013
Telephone number	01234 262743 / 07984136097

Footsteps Nursery School registered in 2010. The nursery opens Monday to Friday, during school term times. Sessions are from 7.45am to 5pm. There are 11 members of staff, 10 of whom hold appropriate qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

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