

# Inspection of Footsteps Nursery Dosthill

Old Hedging Lane, Dosthill, TAMWORTH, Staffordshire B77 1LD

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Inspection date: 16 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy on arrival at nursery. They receive a warm welcome from staff and separate well from their parents. The learning environment is well planned and offers children a wide range of exciting learning opportunities. Children make choices about how they spend their time. They are curious, excited learners and engage skilfully in pretend play. Older children are keen to involve the inspector in their pirate play. They confidently explain where their pirate ship is and how their treasure is hidden.

Babies move with freedom and confidence across the indoor and outdoor learning space. They delight in joyful interactions with staff and seek them out for play and comfort. Babies are eager to share books with staff and become highly engaged in looking at the pictures and making animal noises. Staff lead songs and rhymes skilfully, and children join in with simple, familiar actions.

All staff encourage children to follow their interests and this further extends their motivation. Young children enjoy experiences that are linked to their current favourite book. They particularly enjoy a sensory opportunity to make 'Gruffalo crumble'. Staff model the language of the story and weave in mathematical concepts, such as full and empty. Children delight in using the resources and tools on offer for scooping and mixing which supports the development of their fine motor skills.

## **What does the early years setting do well and what does it need to do better?**

- Leaders have developed a clear and interesting curriculum that supports children's development well. They effectively supervise staff to promote their personal and professional development. This has a positive impact on the quality of provision across the nursery. Skilful teaching and quality interactions support all children, including those with special educational needs and/or disabilities, to make good progress.
- Staff develop extremely successful relationships with parents. They work closely with them to find out about children's routines and what they can already do when they start. There is frequent two-way sharing of information about the children's needs and progress. Staff find innovative ways of engaging parents to extend children's learning at home. For example, pre-school children have created story sacks at home to share with their peers.
- Children are encouraged to develop their own ideas. Staff skilfully support children in the pre-school room to build on their previously acquired knowledge. For example, children use their knowledge of materials and recycling to identify and sort items that are found in the nursery garden. Children enthusiastically and skilfully make models with the found items. They use their imagination to

create 'turbo boosters' which they use in role play to blast off into space.

- Children benefit from regular access to outdoor play opportunities. Staff skilfully support their understanding of the natural world, and children engage in adventurous and risky play. Children delight in identifying and learning the names of bugs as they explore under large logs. They eagerly tell the inspector when they spot a centipede.
- Children are well supported to develop their independence and self-care skills. Staff teach children about the importance of good handwashing routines and encourage them to serve their own lunch. Children confidently use the serving spoons to scoop rice and vegetables onto their plate. Staff praise children as they competently use their cutlery for eating.
- Children develop their understanding of how they are expected to behave. Older children respond positively to instructions from staff members. They are able to play cooperatively with their friends and use good table manners. However, on occasions, staff do not consistently communicate their expectations to younger children when they display unwanted behaviour. This makes it more difficult for these children to understand the impact of their actions.
- Parents are extremely pleased with the service that their children receive. They comment on the warm relationships that staff nurture and describe how safe and secure children feel in their care. Parents are delighted with the strong progress that children make, particularly with regard to their speech and language. They also appreciate the sensitive transition process in place across the provision and when children leave to go to school

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a clear understanding of their role with regard to protecting children from harm. They have good working knowledge of the signs and symptoms of child abuse and are confident in the action they should take if they have a concern about a child. Staff attend a range of training sessions to refresh and extend their knowledge. All staff are trained in first aid. Therefore, there is always someone on hand to deal promptly with accidents. Leaders effectively analyse accidents across the provision in order to reduce the risks to children. Staff support children to develop their own awareness of safety as they visit the local park to participate in further outdoor learning opportunities.

## **What does the setting need to do to improve?**

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

- provide children with simple and consistent explanations in order to develop their understanding of acceptable behaviour and further support their ability to regulate their actions.

## Setting details

<b>Unique reference number</b>	EY234198
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10276614
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Footsteps Day Nurseries Limited
<b>Registered person unique reference number</b>	RP520741
<b>Telephone number</b>	01827 268082
<b>Date of previous inspection</b>	25 July 2017

## Information about this early years setting

Footsteps Nursery Dosthill registered in 2002 and is situated in Dosthill, Tamworth. The nursery employs 16 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a level 5 qualification, six hold level 3 qualifications and four are qualified at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Gadsby

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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