

Inspection of Footsteps Binley Day Nursery and Pre-School

Binley Business Park, off, Harry Weston Rd, Coventry CV3 2SN

Inspection date: 20 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff develop strong bonds with children at this nursery, which helps them to feel safe and secure. For example, children seek out familiar adults when the inspector is in the room. Staff reassure children and they settle quickly as a result. When children first start attending, their settling-in sessions are flexible and support them to feel safe with staff before separating from their parents.

Children's communication and language are well supported. Staff ask children well-timed questions, which help them to recall past knowledge. For example, during an activity where children learn about the life cycle of a butterfly, they recall the stages of the cycle using words such as 'chrysalis'. Staff teach children the names of different types of butterflies to extend their knowledge on the topic further. Leaders arrange for children to experience extra-curricular activities. For example, children learn to speak French and have opportunities to take part in dance sessions that are delivered by external organisations. This builds on children's experiences and expands their knowledge even further.

Children enjoy the activities on offer and are motivated to engage in learning. Staff teach them to be respectful of one another and remind them of the nursery rules, such as using kind hands. They initiate games with children that promote cooperative play and ignite their excitement. As a result, children behave well.

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

- Leaders have created a well-designed curriculum that builds on what children need to learn as they progress through the nursery. Staff understand the intention of the activities they plan for children and incorporate children's interests to motivate them to engage. Information gained from parents about what children enjoy at home is woven into the opportunities provided. This helps children to make good progress.
- Older children are well prepared for their move to school. Staff encourage children to be independent and manage their own care needs. They access snack independently and are taught to be considerate of others. They learn about different emotions and how their actions affect others. Children learn how to solve problems and make choices for themselves. This supports them to be confident and self-sufficient.
- Routines are generally well organised. Children follow hygiene practices and understand what they need to do at times of transition, such as mealtimes. However, there are occasions across the nursery when the organisation of some routines leaves some children wandering around the room and others sitting at tables for extended periods. This means that not all children's needs are met consistently across the nursery.

- Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and external agencies to make sure that all children can access the curriculum. The special educational needs coordinator models strategies to staff that help children to make further progress in their learning.
- Leaders are reflective of practice and identify where there are areas of weakness across the nursery. They create plans to address these and make improvements where they are needed. Staff say that they feel supported by leaders and are given opportunities to enhance their own knowledge and skills. This helps to provide children with experiences that continually improve.
- Leaders have developed links with their quality adviser and other professionals who provide support to children. However, they have not yet built links with other settings that children also attend, to promote continuity of children's learning as far as possible.
- Parents are complimentary about the care and education children receive. They say their children make good progress and are happy to attend nursery. They are happy with the information they receive about their children's experiences at nursery and are provided with ideas of how to support their children's learning at home. As a result of good partnerships with parents, children experience a coordinated response to their learning needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding which puts children's interests first.

What does the setting need to do to improve?

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

- develop the organisation of routines, so that all children's needs are met consistently across the nursery
- build links with other settings that children also attend, to help promote continuity in their learning.

Setting details

Unique reference number	2711176
Local authority	Coventry
Inspection number	10353696
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	69
Number of children on roll	82
Name of registered person	Footsteps Day Nurseries Limited
Registered person unique reference number	RP520741
Telephone number	024 7645 6310
Date of previous inspection	Not applicable

Information about this early years setting

Footsteps Binley Day Nursery and Pre-School registered in 2022 and is located in Coventry. The nursery operates all year round. It is closed on bank holidays and for one week at Christmas. Sessions are from 8am until 6pm, Monday to Friday. The nursery employs 16 members of staff. Of these, 10 staff hold relevant qualifications at level 2 and above. The nursery provides early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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