Inspection of Footprints Nursery Macclesfield Ltd

154 Cumberland Street, Macclesfield, Cheshire SK10 1BP

Inspection date:	5 June 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe. Their obvious sense of security stems directly from how well leaders promote positive relationships throughout the nursery. Staff help children of all ages to learn new vocabulary in meaningful ways. Babies give their close attention when staff repeat the phrase 'scoop and fill' in time with actions that match the words. Staff notice toddlers' interest in farm animals. They teach them the meaning of interesting new words, such as 'udder'. Pre-school children learn words that continuously extend their understanding of the world. They learn the names of different materials and talk about which ones can be 'recycled'.

Parents and carers say that children become excited when they arrive at nursery and that they 'come home buzzing with what they have learned'. Parents praise staff's support for themselves and children, especially when it is time for children to transfer between rooms. This helps children to settle in quickly and to continue their learning. Consistent routines help to promote children's social development and sense of community. Babies know where toys should be returned to. They join in to help when it is time to tidy up. Older children know that when they hear the ringing of a little bell, it is time to stop and listen.

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

- Everyone in the nursery demonstrates an unmistakeable drive to help children to thrive. The provider takes practical steps to make the team's workload manageable. Managers have time to coach and supervise staff because they are supported by administrative colleagues. New room managers are able to shadow senior colleagues because they are allocated time when they are surplus to staff-to-child ratios. This helps to foster a learning culture in the nursery.
- The provision for children with special educational needs and/or disabilities (SEND) is of a high standard. When children's development gives cause for concern, staff make timely referrals to specialist services. Staff build advice from other professionals into the individual programmes for children with identified SEND. This helps children to reach agreed targets. Children with SEND make good progress from their starting points.
- The curriculum promotes children's early literacy. Staff read traditional stories, such as 'Goldilocks and the Three Bears', to children. They provide children with story props. This means that children can practise retelling the story. Staff introduce new stories that extend children's knowledge. Pre-school children hear about the adventures of a cardboard box on its journey to be recycled. Children of all ages learn that books are interesting and that reading is pleasurable.
- Staff promote children's communication and language effectively. They implement strategies, such as pausing after they ask children a question. This

allows children time to think and answer. Staff plan activities that help to extend children's vocabulary. Babies hear the word 'pop' when they burst the floating bubbles. Children regularly go on a variety of local outings. This gives them exciting experiences to talk about and build into their role-play scenarios.

- Staff understand how children learn. Children learn first hand about the library because they spend time there and borrow books. However, in the pre-school room, children sometimes spend extended periods at adult-led activities that do not build well enough on their existing skills and knowledge. This limits the exploration that promotes children's rich, self-motivated learning.
- Children's physical development is promoted well. Children of all ages sing action songs and rhymes. This promotes their balance and coordination. Children play with modelling dough. They squeeze, roll and shape it. This helps to promote children's hand and finger strength ready to use tools, such as pencils and scissors, when they are ready.
- The nursery has a calm, friendly atmosphere. Children feel welcome, and this promotes their self-esteem. For example, when babies hold out a hand, staff shake it gently and say, 'pleased to meet you.' At mealtimes, children follow well-developed routines that promote their self-control and independence. They wait politely and chat to their friends. This promotes children's readiness to follow lunchtime routines at school.
- Managers train and support staff to follow the nursery's policies and procedures. This means that staff are deployed effectively and children are safely supervised. Information about children's healthcare plans and dietary needs is checked by managers every day and shared with catering and childcare staff. This promotes children's safety and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that 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:

- integrate adult-led activities more effectively into the pre-school curriculum, so that children learn actively and pursue their own lines of enquiry.

Setting details

Unique reference number	EY242050
Local authority	Cheshire East
Inspection number	10403207
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	68
Number of children on roll	121
Name of registered person	Footprints Day Nurseries Limited
Registered person unique reference number	RP907042
Telephone number	01625 662200
Date of previous inspection	1 November 2019

Information about this early years setting

Footprints Nursery Macclesfield Ltd registered in 2002. The nursery employs 27 members of childcare staff. Of these, two members of staff hold qualifications at level 6, and 17 staff hold qualifications at level 3. One member of staff holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education.

Information about this inspection

Inspector
Susan King

Inspection activities

- The nursery manager, the nursery provider and the inspector completed a learning walk of the nursery. They discussed leaders' intentions for the curriculum.
- The inspector conducted two joint observations of practice alongside the nursery manager and the provider.
- The inspector held meetings with managers and staff. She spoke with children during the inspection.
- The inspector spoke with parents and took account of their views.
- Examples of relevant documents were sampled and reviewed by the inspector. She checked 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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