

Tiny Feet Private Day Nursery

Inspection report for early years provision

Unique Reference Number	310348
Inspection date	13 February 2008
Inspector	Deborah Unsworth
Setting Address	Tiny Feet Day Nursery, 26 Wycliffe Road, Urmston, Manchester, Lancashire, M41 5AH
Telephone number	0161 748 6906
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Registered person	Tiny Feet Day Nursery Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tiny Feet Private Day Nursery and Out of School Club opened in 1987. It operates from the ground floor of a substantial detached house, set in its own grounds, in a residential area of Urmston. There are two baby rooms and one room for two to three year olds on the ground floor of the main building. In a separate building to the rear of the house is a pre-school room for three to five year olds. The out of school children use a room in the basement of the main house. Between the two buildings there is a secure outdoor play area with a soft safety surface. The nursery is close to three schools, shops, the park, library, railway line and main transport links.

A maximum of 41 children may attend the nursery and 13 may attend the out of school club at any one time. There are currently 51 children on roll in the nursery and 18 children on roll in the out of school club. Of these, nine children receive funding for nursery education. The children attend a variety of sessions. The nursery opens five days a week throughout the year and sessions are from 07.30 until 18.00. The out of school club is open from 07.30 to 09.00 and from 15.00 to 18.00 during school term time, and is open 07.30 to 18.00 during the holidays.

There are 12 staff employed, of whom, six hold a relevant early years qualification and five staff are working towards a qualification. The registered provider and manager operate as supernumerary staff. The setting receives support from development and advisory staff within the borough.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The premises and equipment are maintained to a good state of cleanliness and repair, which helps to promote children's good health. Children are protected from infection and cross contamination through generally good hygiene routines in line with the setting's policies and procedures. For example, staff have clearly established routines for cleaning surfaces, toys, equipment and when preparing food. Staff follow adequate hygiene routines when changing children's nappies in the playrooms. However, the setting is unsure that these nappy changing facilities meet environmental health standards.

Staff are proactive in helping children gain a good understanding of hygiene and a real desire to become independent in their personal care. For example, older children do not need to be reminded to wash their hands, they talk to staff about 'washing away germs' and all children brush their teeth after lunch. Pictorial images and signs are displayed in bathrooms to remind children to wash their hands and flush the chain. Hand wash and paper towels are available to children. However, some children still use communal towels which compromises their health. Records of accidents sustained and medication administered are completed to safeguard children's well-being. Most staff have current first aid training which ensures children receive appropriate treatment in the event of minor injuries.

Children enjoy regular meals and drinks, which include breakfast, lunch and tea. These meals are balanced, nutritious and made on the premises each day. As a result, children's growth and development is promoted. Babies individual eating needs and habits are met and their feeding routines followed. For example, their lunch is either liquidised, mashed or chopped and bottles are given according to need. Generally mealtimes are a relaxed, social occasion where staff sit with the children and chat. However, in the baby room there are no small tables and chairs. This means the older toddlers do not have opportunity to sit together around the table and develop independence by for example, feeding themselves. The lack of domestic style furniture in the baby room also means there are less opportunities to assist young children in developing mobility.

Staff are committed to keeping children healthy. They have received a healthy eating award and work closely with parents to encourage healthy eating habits. Children develop an awareness of the importance of healthy eating through adopting healthy choices with food, planned activities and everyday practices. For example, children make healthy foods, such as pumpkin soup, salads and oat biscuits. They taste lots of different fruits, talk about their likes and dislikes, draw pictures of healthy foods and make fruit prints. In the out of school room colourful pictures about staying healthy reminds children to, for example, drink lots of water and exercise.

Children frequently benefit from fresh air and exercise as they access the outdoor play areas most days. They clearly enjoy playing outside as they develop and practise new skills. For example, they enjoy playing on the wheeled toys and manoeuvre these skilfully around obstacles. They develop their strength and coordination as they climb up the slide and weave through

the tunnel. Children have fun kicking and throwing balls to each other and play together well in the playhouse.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a safe, friendly and child centred environment. In the entrance there is an abundance of useful information for parents, such as curriculum plans, staff photographs, menu's, policies and procedures which are all well displayed for easy reference. Colourful posters, photographs of the children playing and children's work attractively displayed creates a welcoming atmosphere. Children and parents are warmly greeted as they arrive. Children have their own space for their coats and personal belongings. In the out of school room, photographs of the children are displayed with the caption 'Meet The Group.' All children have a very good sense of belonging as they know the routine well, move around the environment confidently and express their needs and thoughts freely.

Playrooms are generally well organised to provide different areas of continuous play provision. Children confidently and independently access some good resources which are stored in clearly labelled low-level drawers and cupboards. For example, the pre-school children make confident choices about what they want to do as they choose different resources to construct their buildings in the 'construction area'. The out of school children freely access creative materials to make their own creations. Children know where to find resources to extend their activities. Babies relax on colourful cushions, listen to soft music, look at themselves in the low-level mirrors and enjoy looking at the many colourful mobiles.

There are good, effective systems for keeping children safe and secure. Regular risk assessments and daily checks of the premises are conducted and recorded, safety equipment is in place, such as fire fighting equipment and socket covers. Children are well supervised by staff who are alert to their needs and any potential safety hazards. The children learn about keeping themselves safe through discussion and activities. For example, the local police visit to talk to children about safety and 'stranger danger.' The out of school children write about keeping safe in the sun. Simple rules, such as no running inside and tidying up, helps children to take responsibility for their own safety.

The protection of children is maintained as staff have a good knowledge and understanding of child protection issues. They are aware of their roles and understand the procedures they must follow if they suspect abuse or neglect. A written statement for safeguarding children is in place and easily accessible. Safeguarding children is covered at staff induction, then readdressed every six months. Some staff have attended child protection training and a nominated member of staff takes responsibility for liaison with child protection agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and keen to participate in activities. For example, the toddlers enjoy experimenting with sand. They mix in water with their spades, making sandcastles and patterns. Staff encourage conversation and introduce new vocabulary, such as 'wet' and 'cold.' Children develop concentration as they carefully select collage materials to stick onto paper and make marks with chunky chalks on coloured paper. The children who attend the out of school enjoy making valentine cards and objects out of the modelling dough. They are very independent and confident as they help themselves to additional resources. The children particularly like to

play outside and bake. They help to plan activities as they write their suggestions down for staff and put them in the 'suggestion box.' Children confidently show the inspector their individual files with an abundance of art work ready to take home.

Staff use their good awareness of the 'Birth to three matters' framework to plan interesting activities for children under three years of age. Each child has a development file and staff use their observations to plan activities which build on children's interests and helps move them onto the next stage of their development. Staff plan some good activities outdoors, such as using the chalks to make marks on the tarmac and making dens. However in general, planning for outdoors is limited and not consistent throughout the nursery. Consequently there are missed opportunities for children's learning to take place outdoors and they are not consistently set challenges.

Babies and infants have good opportunities to relish in sensory exploration using all their senses. They become aware of different textures, colours and sounds as they explore a range of fabrics, household objects, natural materials and man made items, for example, treasure baskets, paint, sand, water, gloop, jelly, pasta and musical instruments. Babies have great fun playing with the large soft play blocks and wriggling through the tunnel. Staff interact playfully with them; playing peek-a-boo in the tunnel, being physically close and making lots of eye contact. Babies and young children develop communication skills as staff respond to their gestures and babbling, talking to them as they play.

Nursery Education.

The quality of teaching and learning is good. Children make good strides in their learning as staff have a good understanding of the Foundation Stage and a firm grip on how children learn. Staff observe all aspects of children's development and learning regularly. They draw on these observations generally well to extend activities and plan what children need to learn next. Staff complete an entry assessment for individual children when they move to the pre-school room and then complete a transfer assessment when they leave for school which are linked to the early learning goals. However, there is no ongoing assessment for children linked to the stepping stones, to gain a clear overview of the progress children are making and to identify any gaps in their learning.

Staff provide children with a stimulating, broad and balanced curriculum which meets their individual needs and interests. They are enthusiastic in their teaching methods and conscientious. Staff ask some challenging questions and promote lively discussions in everyday activities. Consequently, children have a positive attitude to learning, they are motivated and show interest in activities, concentrating for long periods of time. Continuous provision is in place to support children's independent learning. Children make confident choices as they decide what they want to do and easily access resources. They are confident within the setting as they register themselves in, help to tidy up, collect the cups at snack time and sharpen the pencils in the mark making area.

Children are competent communicators as they introduce themselves to the inspector and tell her where they live and what they like to play with. Children have good opportunities to write as they regularly access the mark making area, write their names on their pictures and write letters to Father Christmas. The children have recently had some of their poems about their favourite things published. Children enjoy books as they listen attentively to stories. Books are used well to link to topics, such as 'Cool as a Cucumber' and 'Sweet as a Strawberry', when promoting healthy eating. Children are developing good mathematical understanding. They

count frequently as they play and use mathematical language confidently to describe what they are doing. Children recognise numbers displayed around the room, on clocks, calculators and the computer. They explore shape when painting pictures of their own houses.

Children are aware of the changes in seasons as they go outside to look for signs of autumn or winter and record their findings. They learn about a sense of time and identify change as they bake, plant sunflowers and look at the life cycle of butterflies. Children have less opportunities to learn about a sense of place, such as features in their local community. They develop good skills in using technology as they use tills, telephones and search for information related to topics on the internet. Children's fine motor skills are developing well as they use pencils, paintbrushes, scissors, construction and malleable materials safely and with good control. They use their imaginations well as they play in a well resourced home area. Children experience an environment where creativity is valued as their work is attractively displayed around the rooms. They learn about colour, texture and shape in two and three dimensions as they use junk boxes, glue, paint, pens and collage materials purposefully to make their models and pictures.

Helping children make a positive contribution

The provision is good.

Children are all included in the activities provided and their individual needs are successfully met. Children's needs are known because staff discuss with parents and record information about each child on entry to the setting. Staff make an initial assessment of children as they move into a new room. Children are learning to appreciate different cultures and religions through activities and lively discussions. For example, they celebrate different festivals, such as Chinese New Year, Christmas and Divali. Older children become aware of different languages as examples are displayed around the rooms. They eat foods from different cultures, for example, croissants, crusty bread and cheeses on 'French Day' and make their own pizza's and garlic bread on 'Italian Day.' Appropriate support is given to children with disabilities and learning difficulties. Staff work closely with parents and other agencies to ensure children's needs are met and that they are included in the life of the nursery.

Children are very well behaved and display a positive approach to learning. Staff give them plenty of praise and support for their efforts and achievements. They act as good role models, saying 'please' and 'thank you', listening to children and speaking with respect. As a result, children use manners, are kind, enjoy each others company and learn to play happily together. Staff encourage children to think about how they should behave and what they should expect from others. They involve the older children in developing and displaying the 'rules' of the out of school group. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They receive good information about the setting, the curriculum and have access to all policies and procedures. Newsletters keep them up to date with new developments and activities. Staff share daily diaries with parents for those children aged under one detailing their sleep, feeding and nappy changing routines. They share a daily diary with parents when undergoing potty training with individual children. Staff create a welcoming atmosphere and parents find them approachable, caring and helpful. They ensure that parents know how their children are progressing through regular discussion, photographs, the sharing of children's work, children's observations and the recently implemented development records. Parents evenings are planned where information about children's progress is discussed. Parents comments are sought and valued. They speak highly of the provision. Parents' of nursery funded children are actively encouraged to be involved in their children's

learning. Curriculum plans are clearly displayed in the entrance, regular letters keep them informed of topics and children are encouraged to bring things from home relating to topics.

Organisation

The organisation is good.

Good recruitment and vetting procedures and a suitable induction for new staff help to ensure that children are safe and well cared for. Children benefit from a staff team who work well together to ensure that they are provided with good quality care and education. Staff are aware of their roles and responsibilities and are deployed effectively to ensure that children have a good level of attention and support. Children benefit from a generally well organised environment where consistent routines help children to feel safe and secure.

Leadership and management is good. The management team act as good role models. They take an active role in the nursery and lead by example, influencing and motivating staff. The manager demonstrates a high level of enthusiasm and commitment, recognising her responsibility to support staff and develop their roles. There are good support systems in place for staff, such as appraisals and staff meetings. Staff access training regularly and demonstrate a good commitment to developing their knowledge and improving their practice. They review the quality of their provision, practice and children's progress. The manager collates evidence in files under the relevant outcomes for children. She regularly reviews and updates the Ofsted self evaluation form and responds quickly to any issues raised by the development and advisory staff within the borough. Staff are mostly aware of their strengths and weaknesses and act on their own and others evaluations to make improvements.

Good policies and procedures are in place, understood by staff and shared with parents. These work well in practice and are consistently applied to ensure the service operates smoothly and effectively. All legally required documentation which contributes to children's health, safety and wellbeing is in place and stored appropriately to maintain confidentiality. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to carry out risk assessments on the roles and responsibilities of un-vetted staff, the storage of data; the storage of dangerous substances, the knowledge of staff regarding fire drills, the safety of changing babies in the activity room and the use of communal terry towels. Lastly, they were asked to develop a written procedure for uncollected children, provide opportunities for children to consolidate their learning and to ensure babies have sufficient space to meet their needs.

Generally good progress has been made addressing the above recommendations. The setting now has a written policy on un-vetted staff. They store all confidential data in a locked office and dangerous substances are stored out of the children's reach. Regular fire drills now take place and staff are aware of evacuation procedures. These improvements contribute to the children's health and safety. Staff follow adequate hygiene and safety routines when changing children's nappies. However, they are unsure whether current nappy changing facilities meet environmental health standards. Although paper towels are available for hand drying, some children still use communal terry towels which compromises children's health. The last two points have been raised as recommendations following this inspection. There is now a written procedure for uncollected children which ensures children's safety. Children are able to consolidate their learning as they can access most resources independently. Babies have

sufficient space to meet their needs as they regularly use the hall area for additional activities and older babies often visit the toddler room where there is additional floor space.

At the last nursery education inspection the setting was asked to ensure that staff have a secure knowledge of the Foundation Stage, provide parents with information about the Foundation Stage, ensure children's observations are used to inform future planning and to improve the staff appraisal system.

Good progress has been made addressing the above key issues. Staff have good knowledge and understanding of the Foundation Stage. They now plan a broad and balanced curriculum and children make good progress. Parents are encouraged to be involved in their children's learning as written information about the Foundation Stage and areas of learning is available, planning is clearly displayed and parents get regular newsletters about topics. Children's observations and assessments are now used to identify children's next steps and inform planning. This ensures that children's learning needs are successfully met. Staff appraisals have been developed so that they clearly identify any staff training needs.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted relating to National Standard 2, Organisation, National Standard 6, Safety, National Standard 12, Working with parents and carers and National Standard 14, Documentation. An Ofsted inspector visited the provision in August 2006. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consult environmental health with regards to nappy changing facilities
- review the use of communal terry towels to ensure appropriate hygiene arrangements are maintained
- provide some domestic style furniture in the baby room, including a small table and chairs to assist young children in developing mobility and so that they can sit together comfortably at lunch time and develop their independence

- develop the outdoor planning to ensure staff make best use of resources and activities consistently promote learning for all children across all areas of development (also applies to nursery education.)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the assessments of children to link more directly to the stepping stones to gain an overview of progress children are making towards the early learning goals
- develop opportunities for children to learn about a sense of place.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk