

# Tiny Steps Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY366744
<b>Inspection date</b>	10 March 2008
<b>Inspector</b>	Glynis Margaret Kite
<b>Setting Address</b>	Community Training Ltd, 76 Greville Street, MANCHESTER, M13 0YG
<b>Telephone number</b>	0161 248 7300
<b>E-mail</b>	
<b>Registered person</b>	Mohammed Awais Arshad
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

### WHAT SORT OF SETTING IS IT?

Tiny Steps Day Nursery opened under the current ownership in 2008. It is own and managed by an individual provider. It operates from premises in the Longsight area of Manchester. Children have access to two dedicated play rooms, each with integral toilet and bathroom facilities and a secure, soft surface, outdoor play area.

The nursery is open each week day from 08.00 until 18.00, closing for all statutory bank holidays and for one week between Christmas and New Year.

There are 12 children on roll. Children may attend a variety of full and part time sessions. A maximum of 32 children may attend at any one time.

There are six staff, including the manager, who work directly with the children, all hold appropriate qualifications in early years. In addition, the nursery employs a cook and a cleaner. The setting receives support from Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children's health and well-being is promoted to satisfactory standards. Staff maintain appropriate cleaning routines throughout the day ensuring children's play areas and equipment, such as high chairs and tables are kept clean and tidy. However, not all areas are cleaned as well as they should be, such as the children's toilets. Staff are supporting all children in learning about good personal hygiene and to become independent, by helping them to wash their own hands at appropriate times. Although not all children have access to soap in the bathroom to help them to clean their hands properly. Staff have good awareness of the individual needs of children and aim to meet these through daily routines; for example, ensuring children in nappies are changed regularly and enabling children to rest when they need to. Children are protected from the spread of infection because an exclusion policy is in place for sick children. Other factors which contribute to keeping children healthy include the use of individual drinking bottles and separate bedding for children sleeping.

Children's dietary needs are catered for in accordance with parents wishes and the information they have shared about their children's needs, for example, any special requirements. Menus are healthy and nutritious but do not provide many opportunities to encourage children to chew foods. Meals are freshly prepared and cooked on the premises by a suitably qualified cook. Children are beginning to learn about making healthy choices with regard to food, as part of planned activities within the setting. Children enjoy fresh fruit for snacks and have access to fresh drinking water at all times. Menus are displayed for parents information and the manager takes on board any suggestions parent may have with regard to the meals provided.

Children's health is further promoted because the manager has put in place appropriate systems to record details of accidents and medication. A written policy ensures that only first aid trained staff may deal with accidents to ensure the correct procedures are followed. First aid boxes are checked regularly by room leaders and records of the checks are kept. Parents have given staff their consent, in writing, to seek medical advice or treatment for their children in the event of an emergency.

All children enjoy and benefit from physical exercise and outdoor play everyday. Outdoor play is included in the planning and includes a variety of resources to help children learn new skills and gain confidence. Whilst enjoying outdoor play children show some of the skills they have learned, such as riding wheeled toys competently, jumping and running. Children are dressed appropriately for outdoor play, they can stay out even when it begins to rain. Children are not concerned about the rain and just enjoy being outdoors, however, staff are sensible and bring children in when the rain gets too heavy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children's safety is promoted effectively in most areas. Thorough risk assessments are completed and daily checks of the areas are completed by staff at the beginning and end of the day. However, children are put at risk of accidental injury because the water in the children's bathroom is too hot and a broken panel of glass has not been addressed. Children were also observed being able to handle inappropriate materials in the bathroom. A security intercom system is in place to ensure no unauthorised persons have access to the premises and all visitors

are required to sign in and out for security reasons. All children participate in regular fire drills ensuring children are familiar with the procedure in the event of a real emergency.

All parents and children are greeted warmly by staff on arrival. Notice boards offer parents a variety of information about the setting and children's work is displayed to add to the welcoming and child friendly environment. The play space is organised well to ensure all children have access to all areas during the course of the day. The setting is well resourced with toys and equipment which promote diversity. The furniture, toys and equipment provided for children are in good condition and suitable for the purpose.

Children are protected from harm because the staff know and understand the child protection policies and procedures, they know who has responsibility for reporting concerns. The policy is shared with all parents.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are beginning to settle well in to the nursery, they are supported well by staff. The staff plan a suitable range of activities for children based on the Foundation Stage Curriculum and the 'Birth to three matters' framework. Written observations, annotated photographs and general observations are used to help staff plan for the group as a whole and the individual needs of children.

All children have access to a wide range of resources and enjoy a variety of experiences throughout the day, including physical, creative and imaginative play opportunities. Children benefit from being able to select toys and activities of interest to them, however, intervention by staff sometimes distracts children from what they want to do, for example, when staff try to make children wear aprons for painting. Most children are confident and freely ask questions about what they or others are doing. However, some of the most confident children do not allow others to complete small task they have been asked to do by staff and the staff do not always pick up on this, therefore less confident children remain so.

Children are learning new skills, such as throwing and catching objects as part of a focused activity to assess their physical development and to promote working together. Children are learning about building positive relationships through routine activities, such as sitting together for meals and snacks and by playing together in small groups. Some children play happily independently with resources of interest to them, for example, a child builds a truck using magnetic shapes on a board.

Children at all levels demonstrate a sense of pride in their own achievements, for example, a younger child applauds when he has successfully managed to put his arms into the top that a member of staff is helping him to put on. Children show their delight with new experiences, such as pouring water and squeezing it from a sponge during water play. Language and mathematical development is promoted well for all children. Staff maintain eye contact with babies while speaking to them and respond to their sounds and gestures in positive ways. All children enjoy stories and singing. Children dance to music playing in the background while engaged in other activities. Some of the older children are beginning to recognise letters which have some significance to them, such as the letters of the names of familiar people.

## **Helping children make a positive contribution**

The provision is satisfactory.

Staff help children to settle in to the nursery in partnership with parents. Staff obtain very detailed information from parents about their children's needs and routines. All children are allocated a key worker, who works closely with them and their parents during the gradual visits. Children benefit from attending a multi cultural environment. Staff seek basic words from parents, who speak English as a second language, to help them to use words which are familiar to young children as part of the settling in programme. Children learn about diversity everyday naturally, as well as through taking part in activities which celebrate a variety of festivals. Children also have access to resources which promote positive images of others.

Staff promote good behaviour by working closely with children and presenting a positive attitude. Staff give simple explanations to children about how they should behave and behaviour which is unacceptable. Staff support children to become more confident and to develop independence by offering them choices and praising their efforts. Children are learning about sharing and taking turns, although this is not easy for some children. Overall, most children behave well.

Staff are building positive relationships with parents. They exchange a wealth of information and maintain the individual routines of babies and younger children, based on the information gathered from parents.

## **Organisation**

The organisation is satisfactory.

Children are cared for by suitably qualified staff that are committed to providing quality services to children and parents. They support each other and the manager well. Staff are keen to develop their own skills and knowledge through training and in-house support. The setting also seeks advice and support from Sure Start.

Children receive appropriate levels of support because the adult to child ratios are maintained at all times, and space is used effectively to provide a range of suitable activities for children of all ages attending the setting.

Required records and documentation is in place, these are kept up to date and readily available for inspection. Well written policies and procedures ensure children's needs are met appropriately.

Overall, the provision meets the needs of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

On the basis of the evidence collected on this inspection:

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

### 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):

- improve hygiene standards with regard to the cleanliness of the children's toilets and make sure soap is available at all times for children to wash their hands properly
- ensure recommendations raised by the environmental health inspector are completed and maintained, in this instance with relation to the provision of liquid soap for the cooks use and the provision of a sterilising fluid in the kitchen
- review and update children's menus to provide a wider variety of foods
- improve children's safety by ensuring they do not have access to plastic air fresheners in the bathrooms and complete a risk assessment with regard to the temperature of the hot water supply in children's bathrooms
- make safe all low level glass in children's areas
- improve learning opportunities for children, in this instance, by enabling children to explore, develop and follow their own interest at their own pace
- review how children are grouped to ensure all children can contribute during group activities and to demonstrate how the individual needs of all children are considered.

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](http://www.ofsted.gov.uk)