

1st Tiny Steps Pre-School

Inspection report for early years provision

Unique reference number EY382116
Inspection date 29/01/2009
Inspector Janette Mary White

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

1st Tiny Steps Pre-School opened in 2008 and is privately owned. It operates from one room in a church hall in the town of Chatham, Kent. The pre-school is open each weekday from 09.30 to 12.00 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. The premises are suitable for wheelchair users.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 33 children on roll, all of whom are in the early years age group. Children come from a wide catchment area. The pre-school currently supports a number of children who speak English as an additional language. The pre-school employs four staff. All staff, including the manager, hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff ensure that every child enjoys a range of exciting and challenging activities. Children have the benefit of learning about their local area and the world around them. Policies and procedures are currently under review to contemplate further improvements, although not all staff have a clear understanding of the procedure for safeguarding children and some accidents are not always recorded. A secure environment where safety takes priority ensures children's welfare. The provider has a clear vision for the continued development of the group. Through discussion, she identifies areas for future progress and their strengths. The partnership with parents is valued, although they have not yet established clear systems to include the information gathered from parents, such as the child's individual capabilities. They continue to develop links with the local school and other agencies.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop staff's understanding of the child protection procedures to implement the safeguarding children's policy including allegations of abuse made against them.
- develop a system for recording information gathered from parents regarding children's starting points.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a record of all accidents and first aid treatment given is maintained. (Safeguarding and promoting children's welfare).

06/02/2009

The leadership and management of the early years provision

Staff successfully support children's welfare through well organised routines. They carry out regular risk assessments to ensure potential hazards are minimised. Parents provide all the required written permissions, for example, to seek emergency medical treatment for their children. They are given a broad range of written information, including copies of the pre-school's policies and procedures. Staff have access to all policies, which are discussed at regular staff meetings. However, not all staff are secure in their knowledge regarding some aspects of the child protection procedure, including the process for allegations made against them. The accident policy requires all accidents, including minor ones, to be recorded. However, not all injuries to children are logged as an accident. Children's observations and assessment records are effectively shared with parents. However, information gathered about what children can already do is not used as their starting point. Staff are establishing a system to share information about the child's achievements at home. The provider is beginning to consider areas for their continuous future improvement and is committed to improving the outcomes for children.

The staff team work well together as they know and understand their role. Every staff member actively contributes to the discussion at their staff meetings and the plans for activities. There is a robust staff recruitment procedure ensuring children are cared for by suitable staff. Appraisals identify strengths and the provider actively supports the staff's professional development through attending relevant courses. The provider ensures that effective procedures are in place to support children with learning difficulties or disabilities. Children play in an inclusive environment, although some systems to support children with English as an additional language are not yet fully established. Children learn the value of a diverse society and are encouraged to acknowledge each other's differences. As a result, children develop a positive attitude towards diversity. Children's comments and questions are listened to and staff acknowledge their contributions to the discussion. For example, as they discuss Australia Day and the Chinese New Year. This makes children feel valued and promotes their self-esteem.

The quality and standards of the early years provision

Staff use a range of good procedures to promote children's welfare. There is an effective system to maintained records on medication and prior written permission is obtained. However, an accident was not recorded within the 'accident log', but details are recorded in a separate incident log. Healthy eating is promoted through wall posters and written information for parents. Children's individual dietary needs are catered for and they are encouraged to develop self help skills, such as pouring their own drinks and helping to wash and wipe up. There are effective procedures regarding children's personal hygiene. For example, they understand the importance of washing their hands. Each child is assigned a member of staff as a 'key person' and they are responsible for identifying the child's next stage of development. Staff have discussions with parents about the child's developmental

stages and their likes and dislikes. However, they do not record these details in order to fully contribute to the child's initial assessment.

Children self-select from a wide range of toys and activities promoting different experiences. They participate in a range of activities which will contribute towards their future economic well-being, such as selecting books to 'read' to each other. Staff make good use of unplanned situations to introduce mathematical language which encourages children's good use of vocabulary. Children access a broad range of information and communication technology. They confidently make decisions about the activities they wish to pursue, such as in the role play area. They concentrate well and spend time negotiating who serves behind the post office counter and who is the customer. Staff use effective behaviour management strategies to help children manage their own behaviour. For example, staff discuss sharing toys and taking turns. Staff also use effective procedures to help children learn about each other's differences as there are plenty of toys and pictures which show children positive images of equality.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 3 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met