

Positive Steps Childcare

Inspection report for early years provision

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EY370198

Inspection date

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Inspector

Justine Ellaway

Setting address

201-203 Normanton Road, DERBY, DE23 6US

Telephone number

01332 739776

Email

sakina_bibi100@hotmail.com

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Positive Steps Day Care Limited opened in 2004 and re-registered in 2008. It operates from converted premises in Normanton, Derby. The nursery is open each weekday from 8am to 7pm. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 33 children may attend the nursery at any one time. There are currently 11 children on roll, nine of whom are within the early years age range. The nursery currently supports a number of children who speak English as an additional language.

There are four members of staff, three of whom hold appropriate early years qualifications to at least National Vocational Qualification at Level 2. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Significant weaknesses in the management and leadership of the setting impact on both children's learning and development and their welfare. Insufficient attention is given to identifying and supporting children's individual needs to ensure they are included and make progress towards the early learning goals. Systems to monitor and evaluate practice are ineffective and fail to identify realistic and relevant areas for improvement, therefore making little contribution towards improving outcomes for children. Partnerships with parents have been developed, although they are not fully effective in supporting children's learning and development.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- | | |
|---|------------|
| • undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) | 07/12/2009 |
| • provide an action plan to ensure that adults looking after children have appropriate training, skills and knowledge (Suitable people) | 07/12/2009 |
| • ensure that staffing arrangements are organised to meet the needs of the children (Suitable people) | 07/12/2009 |

- ensure that there are effective systems to meet the individual needs of all children with regard to systems that monitor and evaluate and identify areas for improvement (Organisation).

07/12/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

Suitable systems are in place to ensure that any concerns regarding child protection are dealt with effectively so that children are safeguarded. The designated person has a secure understanding of her responsibilities and an awareness of the signs and indicators of abuse. Staff are aware of the process for reporting concerns to the designated person, to ensure that appropriate action is taken.

The setting gathers all of the required information from parents as set out in the Early Years Foundation Stage.

However, significant weaknesses in many other areas of the leadership and management have a negative impact on children's learning and development and their welfare. The staff team is not effectively organised or deployed to meet children's needs. Roles and responsibilities have not been clearly established and the management team do not ensure that staff are suitably trained or supported. Frequently changing decisions are made during the day that impact on the children. As a result children often spend time occupying themselves whilst several staff undertake the same task or whilst staff have to wait for detailed direction from the manager.

Systems to monitor and identify areas for improvement to benefit outcomes for children are not sufficiently developed. The setting has not completed all of the actions set at the last inspection and often fails to identify where weaknesses lie and how practice can be improved. Fundamental areas for improvement, such as developing staff understanding and knowledge through training have not been addressed. Targets that have been identified will have a positive impact on outcomes for children, but are not relevant to the setting at this time.

Whilst the setting has a policy that supports the admission of all children, systems to identify and support individual needs are not sufficiently developed. Weaknesses in the planning and delivery of activities, means that all children are usually treated the same, regardless of their level of development or individual needs. This impacts on their progress in their learning and development. Furthermore, whilst some support is given to some children who speak English as an additional language, for other children their reluctance to participate in group activities is not investigated so that appropriate support can be given to secure their inclusion.

An insufficient knowledge and understanding of health and safety means that risks

and hazards are not sufficiently minimised and documentation is not appropriately maintained to ensure children's safety. Whilst the setting has different 'risk' checklists in use, insufficient detail is recorded for the outdoor area and for outings. Staff completing the checklists are unable to identify potential hazards to children, for example, rain water that has collected in the toys. Inconsistent messages are given to children about some aspects of safety, as staff members view the potential risk of broken equipment differently.

A suitable range of information is displayed for parents on the organised notice board. Parents have access to the setting's policies and procedures to promote consistency of care. Daily verbal feedback and an informative newsletter gives parents information about what their child has been doing in relation to their learning and development. Although useful information is gathered from parents on children's interests and any issues with their progress, this is not used by the setting to inform planning and to support individuals. The setting is aware of the requirement to work with other settings that children attend.

The quality and standards of the early years provision and outcomes for children

Staff have insufficient knowledge and understanding of the Early Years Foundation Stage and how to support children's learning. Interaction with children is usually reactive and mainly focuses on commenting on what children are doing, rather than supporting and extending their learning through questioning, explanation and modelling. As a result children are for the most part occupied rather than stimulated or challenged. The organisation and delivery of adult led activities does not take into account any of the information in the detailed planning documents. Staff are unclear about what the children should be learning and their interaction is often limited and usually ineffective. Therefore, children make slow progress towards the early learning goals.

Whilst some relevant observations are recorded of what children can do, these are not effectively used to plan for children's individual learning needs. Additionally, children's progress records are not usually up to date and do not accurately reflect their stage of development. Whilst the setting has a large amount of indoor space for children to use, the organisation of the rooms does not effectively promote children's enjoyment or learning. All children are usually together in one of the rooms, hampering their independence and limiting their choice of resources.

Children show enthusiasm and greet visitors with interest, asking them questions. They attempt to maintain their concentration and attention, but this is often hampered by the poor delivery of activities or the lack of resources, resulting in children becoming bored and moving onto something else. Most children are confident in their interaction and will voice their opinions to staff. Most children behave well in spite of the lack of stimulation. They show care and concern for each other and often invite others to join them to play. However, they are not helped to learn about right and wrong or to feel secure that they will always be supported should a child misbehave towards them. Staff sometimes ignore inappropriate behaviour, even when this is impacting on other children. They are

not consistent in dealing with inappropriate behaviour which gives children mixed messages about what they can and cannot do. Children receive very little praise or encouragement during play, even when they help out, such as clearing away after snack.

Children have some opportunities to count during the day and more able children are able to order numbers one to five, recognising when two of the numbers are transposed. Children enjoy chatting to each other and do so during play. Whilst children show enjoyment when writing a letter to a member of staff, their opportunities to use mark making and creative equipment is limited due to the organisation of resources. The setting has suitable equipment that promotes an understanding of information and communication technology, however access to these toys is limited as they are not usually turned on.

Children enjoy daily outdoor sessions and can spend long periods of time occupying themselves with the small range of resources some of which, specifically the wheeled toys, are not always age appropriate. They move with ease around the setting, showing an awareness of their own space and others. Whilst some consideration is given to supporting children's learning about others, through different festivals such as Christmas, insufficient attention is given to learning about the range of cultures and backgrounds of the children who attend the setting.

Suitable steps are taken to minimise the risk of cross infection. Appropriate procedures are in place for nappy changing. Staff preparing meals have attended food hygiene training and children are encouraged to wash hands at appropriate times. Although the menu shows a balance of foods with healthy options, a reduced menu or alternative meal is sometimes provided for children, not effectively ensuring that healthy eating is fully promoted. Children are asked about why certain foods are good for you and say that fresh fruit makes you strong. They show an awareness of safety in relation to the routine for walking to the outdoor area and are clear that the safety gate should be closed at all times to prevent access to the cooker.

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

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 4 |
| The capacity of the provision to maintain continuous improvement | 4 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| The effectiveness with which the setting deploys resources | 4 |
| The effectiveness with which the setting promotes equality and diversity | 4 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 4 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 4 |
| The extent to which children achieve and enjoy their learning | 4 |
| The extent to which children feel safe | 4 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 4 |
| The extent to which children develop skills for the future | 4 |

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised) (also applies to the voluntary part of the Childcare Register) 05/11/2009
- undertake a risk assessment of the premises immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 13/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (How the childcare provision is organised) 05/11/2009
- take action as specified in the compulsory part of the Childcare Register section of the report (Suitability and safety of premises and equipment) 13/10/2009