

Positive Steps Childcare

Inspection report for early years provision

Unique reference number

EY370198

Inspection date

24/02/2010

Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Positive Steps Day Care Limited opened in 2004 and reregistered in 2008. It operates from converted premises in Normanton, Derby. The nursery is open each weekday from 08.00am to 07.00pm. 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, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a satisfactory knowledge of the Early Years Foundation Stage and the individual needs of each child, which ensures their welfare and learning are appropriately fostered. Good relationships are established with parents and other practitioners, to support transition between settings, ensuring consistency in all children's learning. Systems are in place to evaluate the nursery's strengths and areas for development, although as yet there is not a whole setting approach with regards to planning and observing children's learning. The manager is keen to support continuous professional development for all staff to raise their skills and qualifications.

What steps need to be taken to improve provision further?

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

- increase further the opportunities for outdoor play so that it has a positive impact on children's well-being and helps all aspects of children's development
- develop further opportunities for children to speculate on the reasons why things happen or how things work
- develop further the systems for all staff to engage in regular cycles of planning and review, informed by accurate record keeping, including information on children's learning progress and the Early Years Foundation Stage profile.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a satisfactory understanding of procedures to protect children in their care. They are aware of signs and symptoms and who to contact should they have any concerns. Parents are informed of staff responsibilities through discussion and the written policies available. Recruitment and vetting procedures are sound, in order to ensure that staff are suitable to work with children, therefore ensuring children's safety. Risk assessments are in place to cover all aspects of the nursery; indoors, outdoors and for outings. Any hazards are identified and action taken to remedy the problem is clearly documented. Daily safety checklists are undertaken in each room so that children's play areas are safe. All necessary documentation is in place to ensure that the individual needs of children are met.

The leadership structure is committed to the development of the nursery and is identified through a formalised evaluation of the setting's strengths and weaknesses. Most areas from the previous inspection have been addressed and a process of evaluating what works and what needs improving in the setting is in place. Since the last inspection, training has been identified for all staff, and this is comprehensive and ongoing so that they can develop skills necessary to carry out their roles effectively. In addition, new members of staff have joined the team, who are motivated and willing to move the nursery forward and improve all aspects of children's learning and development. Rooms have been completely reorganised to ensure that children have access to a good range of easily accessible resources and can move around freely and safely. Children are assigned a key person to establish close bonds and help them settle into the nursery. In addition, observation, planning and assessment of children's learning has been revised and this is in the early stages of implementation. Effective transitions are supported as the management team liaise closely, with schools and other early years settings, providing an effective exchange of information. The manager attends monthly meetings to share children's development profiles and plan for children's next steps in their learning through a consistent approach. Partnerships with parents are facilitated well, as staff engage with parents verbally on a daily basis, whilst sharing profiles weekly to obtain parent's comment and feedback. Parent's evenings are arranged, where information is shared in a relaxed and informal way. Newsletters keep parents informed about all aspects of the nursery routine and children's learning. Questionnaires provide opportunities to gain parental feedback. However, many of these practices are the responsibility of the management team, which means that not all practitioners are yet involved in collaborative working in order to test new ideas and consolidate their own understanding.

Children who speak English as an additional language are supported well by staff. They seek further help and guidance from family and other professionals so that children feel included. Key words and phrases in children's first language are obtained, in order to support children's learning and familiarise them with new words and daily routines. Effective planning includes the celebration of a variety of festivals and visits to local places of worship, such as churches, mosques and temples.

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

The management team have implemented a comprehensive system to plan for children's learning and development. Observations and assessments are very clearly linked to the six areas of learning and 'Development matters' prompts, in order to plan for children's next steps. Learning journals are completed for each child with photographic evidence to record their progress. Parents are invited to comment at the end of each week with their own perceptions of their child's learning and any observations from home. Whilst information is shared with all staff about children's individual learning, as yet the responsibility for observing, assessing and completing learning journey's is the responsibility of the managers. However, staff regularly attend training and are developing a sound understanding of the Early Years Foundation Stage. This means they are better equipped to use their own initiative and support children effectively, rather than being directed by the manager. Staff sit with children and provide help and support, whilst encouraging children to be independent learners. They are beginning to ask questions to consolidate children's knowledge and understanding. Children are gaining confidence and developing a sense of belonging. They self-register on arrival, placing their photograph and name on the welcome board. When completing various independent work, such as a painting, they help themselves to adhesive and stick their work on the wall.

Good systems are in place to support children who speak English as an additional language. Key words and phrases in the children's first language are sought so that they become familiar with routines within the nursery. When completing topics, staff find out key words associated with the theme so that children can make connections with their learning. Children go out and about in their local community. They visit the local church, temple and mosque. When entering the temple, they learn that it is necessary that they must remove their shoes, wash their hands and cover their head with a rumāl before entering the hall. They discuss that people have different faiths and religions but that each should be respected. They look at different homes and learn that some people live in houses, flats, bungalows and caravans. They compare different types of buildings and the shapes of windows and doors. A range of books, resources and visual displays further promote children's awareness of cultural diversity and disability.

Children play together well, and younger children are placed in high chairs and bouncy chairs for some activities, so that they are fully included. All rooms are effectively organised, with resources well laid out and spacious areas provided, enabling children to move freely and enjoy child led-play. Children generally behave well, and staff implement behaviour management strategies consistently so that children are aware of boundaries. As a result, children are learning to consider each other whilst they play and learn how to share.

Hygienic routines are well-established, where children learn about the importance of hand washing before meals. They know that it is important to wash in between their fingers and rinse their hands thoroughly to prevent germs. Staff provide

positive role models, wearing aprons and gloves for nappy changing and before serving food. They also ensure that their hair is covered. Meals are positive social occasions, where staff sit alongside children and engage them in conversation. They talk about what they are eating and the importance of a healthy diet. Children enjoy their food and confidently ask for second helpings. Younger children are well-supported, being either fed by staff or encouraged in their independence. Children at times visit the local shops to purchase different fruit or bread, and have tasting sessions. They learn where the different foods come from and discuss their preferences.

Physical development is fostered, and children show good control and coordination as they hop, skip and jump. They listen to music and pretend to hop like a frog or slither like a snake. Large empty boxes provide a great source of amusement, as children climb in and out of these. However, whilst children have access to an outdoor area, containing some equipment, staff do not make full use of, or value the importance of this environment to promote all aspects of children's development. Children are beginning to develop skills for the future regarding their communication, language and literacy, as they access computers to develop skills in information and communication technology. However, opportunities for children to consider how and why things happen and work are limited.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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

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