



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN EY272610

INSPECTION DETAILS

Inspection Date	10/02/2005
Inspector Name	Ferroza Saiyed

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Learning Steps Day Nursery
Setting Address	The Old School House Parker Street Chorley Lancashire PR7 1ES

REGISTERED PROVIDER DETAILS

Name	Learning Steps Ltd 4643121
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ORGANISATION DETAILS

Name	Learning Steps Ltd
Address	The Old School House Parker Street Chorley Lancashire PR7 1ES

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Learning Steps Day Nursery has been registered since August 2003. The setting is in an old school premises located in Parker Street, Chorley. It is in close proximity of the town centre, schools, library, park etc.

The setting is a detached building, with children having access to several rooms; the ground floor consist of a baby unit; infant room with attached toileting facilities and their own sleeping area; a large communal dining room; kitchen; staff facilities. The first floor of the property consist of pre school room; toddler's room with a large room for physical play/sleep area for the under three year olds; school aged children have their own separate area, for play and quiet area; toilet and hand washing facilities are located down the corridor, within easy access; the office and staff facilities are also located on this floor.

The setting is registered to care for a maximum of 79 children of which not more than 39 maybe under 3 years and of those not more than 21 maybe under 2 years. There are 78 on roll of which 17 children are under 2 years; 20 children between the ages of 2 -3 years; 21 children between the ages of 3 - 5 years; and 20 school age children. There are 21 children for whom funding is received. There are no children who have special needs and no children on roll with English as an additional language. Children attend for sessional and full day care.

The setting is open five days a week Monday to Friday, all year round excluding Christmas & Bank Holidays. Opening hours are between 07:30 - 18:00 hours.

The registered provider/manager is qualified and experienced in childcare. There are 17 staff employed, of which all are qualified or trained in childcare. In addition a cook and a cleaner is employed part- time.

The setting receives support from teaching training team Local Authority.

How good is the Day Care?

The overall quality of care at Learning Steps Day Nursery is good.

The setting provides a warm, welcoming and stimulating environment for children in which they are happy, secure and settled. Staff work well together as a team, with commitment shown by them to attaining further knowledge of child care practices for the all round benefit of children. Staff ensure sessions are organised to meet

individual children's needs. Almost all documentation and policies are in place, with only a minor weakness.

The setting is safe and secure and staff undertake risk assessments to ensure the safety of children is maintained. Attention is paid to developing children's understanding of good hygiene practices. The setting is aware of healthy eating and promotes a positive approach in their practice to ensure children have a balanced diet. The setting ensures the needs of children are met in accordance with parental wishes. Children's health requirements are addressed appropriately. Staff are aware of issues regarding child protection and takes steps to safeguard children.

There is a broad range of interesting activities, which develop children's language, creativity, and imagination, which provides opportunities to explore their own ideas. Children choose from a wide range of play materials and can move freely from one activity to another. Staff enable children to play/learn independently as well as, providing more focussed learning experiences which relate to current themes. There are resources and posters to reflect diversity. Children are given praise and encouragement, which promotes independence, boosts their confidence and self-esteem. Staffs are attentive to children and are clear and consistent when establishing boundaries.

There is an effective partnership with parents, which ensures information is provided about the setting along with opportunities to discuss their child's development. Parents have access to all information about their child at anytime.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Good use is made of space and resources and children have free access to equipment giving them opportunities to be independent and to develop socialisation skills. Staff/child interactions during free play and directed activities extend the children's thinking and extend their learning, e.g. role play (Chinese restaurant) and story time, staff takes an interest in what children say by listening and asking appropriate questions.
- Children are introduced to wide range of themes and topic throughout the year. The key worker system is effective in practice with staff being clear about their responsibilities for the children in their group. Observations are used to assist the key worker in identifying areas of development and to ensure planning meets the needs of all children.
- A Health/Safety policy is in place, which is combined with risk assessment, and daily checklist, to ensure the environment is safe each day for the children to play in. Good hygiene practices are regularly reinforced through daily routines and staff are good role models, giving children an awareness and understanding of issues surrounding hygiene.

- Children engage in themed activities relating to diversity, children are introduced to different cultures through celebration of festivals and practical activities, such as food as a means of raising awareness and to help them value each others' similarities and differences.
- Staff are good role model. They use positive strategies for managing behaviour, giving children a sense of security and understanding of what is right and wrong. Positive reinforcement is used throughout the nursery to encourage the children, and this is effective in maintaining a calm atmosphere in which the children can play and learn.
- Partnership with parents is good, which is underpinned by the regular exchange of information both verbally and in writing. Staff works with parents to ensure care is provided for children in accordance with parent's wishes.

What needs to be improved?

- the system for recording staff and children's attendance.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted has received one complaint relating to National Standard 2: Organisation concerning staff ratios during staff absences. The provider has put contingency arrangement in place to cover for staff absences. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern, and the provider remains qualified for registration to provide day care.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
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2	Ensure the attendance register for children and staff is kept accurate at all times.
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SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.