



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 303486

INSPECTION DETAILS

Inspection Date	09/01/2004
Inspector Name	Deborah Unsworth

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Tiny Steps Pre-School
Setting Address	St. Martins Lane Murdishaw Runcorn Cheshire WA7 6HZ

REGISTERED PROVIDER DETAILS

Name	Mrs Karen Reese
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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

Tiny Steps Pre-School operates in a mobile in the grounds of St Martin's Catholic Primary School in the Murdishaw district of Runcorn. The group has the use of the two large rooms within the mobile, a kitchen area, toilet facilities, the school playground for outdoor activities and the use of the hall within the school for large physical activities.

There are currently 33 children from two to five years on roll. This includes 20 funded three-year-olds and 7 funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who have English as an additional language.

The Pre-School opens Monday to Friday 09:15 to 11:45 and Monday to Thursday 13:00 to 15:30 term time only.

There are three staff who work directly with the children. All staff are suitably qualified and attend ongoing training.

The Pre-School receive support, advice and training from the Early Years Development and Childcare Partnership and are members of the Pre School Learning Alliance.

How good is the Day Care?

Tiny Steps Pre-School provides good quality care for children. Staff work well as a team and are clear about their roles and responsibilities. The learning environment is welcoming, bright, stimulating and well organised into defined curriculum areas. The effective use of space and well deployed staff ensures that children feel secure and move around the setting safely and confidently. The setting has a good range of quality toys, equipment and furniture to meet children's individual needs. Most policies and procedures are in place.

Staff give high priority to children's health and safety. They ensure that the environment is safe and secure through regular risk assessments and actively promoting good hygiene practices within daily routines. Children benefit from healthy and nutritious snacks and snack time is a relaxed, social occasion where children engage in conversations and develop their self-help skills. Staff know the children very well, they are aware of children's individual needs and meet these successfully.

Good support is given to children with special needs.

Staff plan and provide a wide range of stimulating and purposeful activities which sustains children's interest and promotes their learning and development. Children are happy and confident, they make choices in their play and forge positive relationships with staff and each other. Staff are skilful in supporting children in their learning, they spend time listening and talking to children, using good intervention and good questioning techniques. The effective use of praise and encouragement and the well planned and stimulating day has a positive impact on children's behaviour.

The setting has good relationships with parents, they are warmly welcomed into the setting and are provided with good information about the Pre-School and their child's progress, achievements and daily activities. Parents are happy with the good quality care provided and the progress their children are making.

What has improved since the last inspection?

At the last inspection it was agreed to include Ofsted's name and address in the complaints procedure and fit an additional lock on the front door to prevent unwanted visitors. The setting has made good progress addressing these, the complaints procedure now includes Ofsted's contact details and an effective security system has been fitted on the front door which ensures the safety of children and staff.

What is being done well?

- The learning environment is rich. Good quality resources are well organised and labelled to create a stimulating, inviting, orderly and supportive environment where children are able to choose independently what they want to play with. Children independently practise their writing skills in meaningful ways; they freely select creative tools and materials for themselves such as scissors, glue, ribbon, sellotape and collage to make their own pictures.
- Children's independence skills and self-esteem are well fostered through the staff's frequent use of praise and encouragement and the many opportunities for children to try things for themselves, such as making their own play dough, pouring their own drinks and helping to tidy up.
- Staff demonstrate a good understanding of how children learn and children's developmental needs. They observe children closely and plan an effective wide range of interesting activities which children enjoy. Staff identify and successfully meet children's individual needs in a caring and sensitive manner. They support, motivate and challenge children's learning well and as a result children are independent, confident and show a lively interest for learning.
- The safety and security of the setting is good. An effective security system on the entrance to the premises, regular risk assessments of the premises and staff's vigilant supervision of children ensures that the environment is safe

and secure and that children are kept free from harm.

- Partnership with parents is good, they are kept well informed about daily events and their children's progress through regular discussions, parents evenings, the sharing of children's assessments, notice boards, letters and children's work displayed. Parents verbal comments reflect a high level of satisfaction in all that is provided by the Pre-School.

What needs to be improved?

- the equal opportunities policy and child protection policy.

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
9	Devise an equal opportunities policy that is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff and shared with parents
13	Ensure that the child protection policy includes procedures to take in the event of an allegation being made against a member of staff.

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.