

Little Foot Steps Day Nursery

Inspection report for early years provision

Unique reference number

EY401091

Inspection date

25/11/2010

Inspector

Maria Conroy

Setting address

Acton Hill Church Centre, Woodlands Avenue, LONDON,
W3 9BU

Telephone number

02088 960 081

Email

amy.chahal@yahoo.co.uk

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*.

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Description of the setting

Little foot steps Nursery was registered in 2010, it operates from the first floor of a church hall in Acton in the London Borough of Ealing. The nursery can be reached by a staircase. There is a secure outdoor play area for use by the children.

The nursery is open each weekday from 8am to 6pm all year round. The setting is registered on the Early Years Register. A maximum of 26 children in the early years age group, may attend at any one time, with a maximum of six children under two years at any one time. There are currently 10 children in the early years age group on roll.

The setting employs three staff; the owner of the setting is also the manager. All staff hold an appropriate early years qualification. In addition there is a student who is training to obtain a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery has only recently opened, however it is not effective in meeting the needs of the children who attend, because there are weakness in the leadership and management of the setting. Children are not protected due to the ineffective safeguarding procedures in place. The nursery staff have recently begun to identify their strengths and weakness; however this process is very much in its infancy and although they have identified some areas for improvement the process is not robust. Children do enjoy their time at the nursery and partnership working to ensure consistency of children's care has been initiated.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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:

- provide information for parents to show the procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare) 02/12/2010
- provide information for parents to show the procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare) 02/12/2010
- take steps to prevent intruders entering the premises 02/12/2010

- (Safeguarding and promoting children's welfare)
- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 02/12/2010
- ensure that people whose suitability has not been checked do not have unsupervised contact with children who are being cared for (Suitable people) 02/12/2010

To improve the early years provision the registered person should:

- develop the outdoor play area, to fully promote the six areas of learning
- use the Ofsted self-evaluation form and quality improvement process as the basis of ongoing internal review- assessing what the setting offers against robust and challenging quality criteria

The effectiveness of leadership and management of the early years provision

The procedures for safeguarding children are inadequate. The security systems in place do not protect children, as the main entrance to the nursery is open at all times and there is no way of vetting who has access to the building. The nursery has undertaken risk assessments and identified some hazards, for example, security; however the preventive measures have yet to be implemented. The nursery has obtained some of the regulatory information required on the registration form, which is completed by parents when they place their child. However, the consent for emergency medical treatment is not currently sought, which means that children are not fully protected. A range of policies and procedures are in place, however, the procedure for the steps to be taken in the event of a child not being collected and a child who has gone missing, have yet to be devised.

The organisation of the staffing is weak, as it fails to ensure that children are protected from the staff, that are not fully vetted. The nursery staff organise the resources around the nursery well and the nursery rooms are bright and inviting for children, with the room divided into the different areas of learning in the older children's room. The storage systems in place enable children to see clearly what resources are available, so they can make independent choices. In the baby room, baskets are attractively arranged, to invite very young children to explore and investigate. The nursery has only recently opened, and the number of children is low, this enables the very young children to explore the play materials such as water play in the older children's rooms.

The nursery does not have a fully robust system in place for self evaluation, although they have recently begun to identify some of their strengths and weakness; however this process is still very much in its infancy. The nursery staff have yet to obtain the views from their parents who have placed their children, however this is something that the manager has identified that she is keen to do. The nursery staff work with their local authority development worker and have put in place plans to address the areas for further improvement.

The nursery obtains information from parents, such as the language spoken at home, children's cultural background and their dietary needs along with any other specific needs they may have. Children are learning about their own cultures and that of others through the daily activities, for example they make cards for Eid. They access a good range of resources that promote diversity throughout the nursery, such as puzzles, play figures and books.

The setting is beginning to establish a positive relationship with parents and carers. They ask parents for detailed information when they place their child, which enable the staff to get to know about the child. They are beginning to establish systems for keeping parents informed about their child's progress, a daily diary is available for parents of younger children and for those who have older children they receive a verbal report. The parent's notice board is being developed and contains information such as the registration certificate, details of the weekly menu and the planning for each room is displayed outside of each of the nursery rooms. The nursery is aware of their responsibility to work with other professionals involved in children's care and they seek such information, when parents place their children.

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

Staff have a satisfactory knowledge of the Early Years Foundation Stage and they are beginning to undertake observations for individual children. They have started to identify children's next steps for learning and incorporate those into the planning of the activities. The implementation of the planned activities is beginning to support the developmental needs of the younger children. However for older children due to the low numbers, the planning for children's individual needs is not yet implemented and they are still at the stage of exploring their environment and the materials and toys available to them. Outside is an enclosed area for children to use, however this area is still in the process of being developed to promote the six areas of learning.

Children enjoy exploring their environment, which has a good range of materials, to promote all areas of learning; there is a mix of both man-made materials, which are complemented, with the use of natural play materials such as home made treasure baskets. Very young children, sit and listen to staff singing 'Twinkle little star', as they open and close their hands to the actions; staff hold their attention, by using props such as puppets, which they love. Older children are developing their hand eye co-ordination by threading buttons onto laces. All children investigate and enjoy water play, they build using different construction materials and they create using paint and shaped sponges. Babies explore the variety of musical instruments and are supported by the staff in doing so.

Children are beginning to learn the skills they need for the future, they have regular opportunity to communicate, for example, they sing songs. They can access battery operated toys from the selection available and they take part in problem solving activities such as constructing from various materials and completing puzzles.

Children are beginning to learn how to keep themselves safe, they have taken part in a fire drill. Very young children are beginning to show a sense of belonging, as

they move towards their key-person, when they see a visitor enter the room. Older children are reminded that they have to be gentle when they are with the babies, as they may hurt them. Very young children are seated in appropriate high and low chairs when they are fed and they have their straps on to protect them.

Children are well behaved. They are learning to share and take turns with the equipment. They play alongside one another, as they explore the water tray and share its contents. Children's work is displayed enabling them to show their parents what they have done. Staff promote positive praise, for example, when a baby follows simple actions for a simple nursery rhyme the member of staff gives them a big smile and a clap, telling the child how well they have done.

Children are provided with a healthy nutritious menu throughout the day, with snack time offering various fruits and crackers, which children enjoy. Dietary needs are adhered to and all staff are aware of each child's needs. All children including the mobile babies are taken to the bathroom, to wash their hands at the low level sinks that enable even the youngest children to take part in the daily routine of hand washing before they eat their food.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
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	3
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

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	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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