

# Little Steps Neighbourhood Nursery

Inspection report for early years provision

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**Unique reference number**

EY289844

**Inspection date**

30/11/2010

**Inspector**

Judith Kerr

**Setting address**

Lister Drive, Liverpool, L13 7HH

**Telephone number**

0151 254 1394

**Email**

**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

Little Steps nursery is part of Lister Steps Limited, a committee based organisation with charitable status run by a Board of Directors. It was registered in 2004 and is one of two settings owned by the same provider. It operates from a one-storey pre-fabricated building in the Tuebrook area of Liverpool. Children have access to nine rooms. There is a fully enclosed outdoor play area.

A maximum of 93 children may attend at any one time of whom no more than 61 may be in the early years age range. There are currently 61 children attending who are within the early years age range. Of these, 21 children receive funding for early years provision. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery currently supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. Children are able to attend for a variety of sessions.

The nursery employs 29 members of staff who work with the children. All of these hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have a comprehensive understanding of the Early Years Foundation Stage which contributes towards ensuring children make good progress. A strong emphasis is placed on valuing each child as an individual. Detailed procedures and effective practices contribute towards the safety and welfare of the children. Beneficial partnerships with parents and others help to ensure consistency and continuity for all children's welfare, learning and development. Clear processes are in place to monitor and evaluate the setting and to target specific areas for improvement, which are continuous and ongoing.

## What steps need to be taken to improve provision further?

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

- invite parents to contribute to children's assessments by involving them in identifying starting points
- link assessments consistently for all children to the elements of the framework to help track children's progress towards the early learning goals

## **The effectiveness of leadership and management of the early years provision**

Throughout the nursery staff have a consistently high knowledge and understanding of safeguarding procedures. They have a secure awareness of the possible signs of abuse and know how to report any concerns appropriately. Meticulous risk assessments and additional daily checks are completed for the premises to monitor children's safety. All trips are risk assessed in advance of the outing to ensure they are safe and suitable for the children. Robust systems ensure staff are suitably checked and qualified for their role. A record is maintained of all visitors to the premises. All the required documentation is available and stored securely to respect confidentiality and the necessary consents relating to the welfare of the children are in place.

Self-evaluation considers the views of staff, parents, children and the local authority in identifying areas for ongoing improvement. The nursery listens to the views of children and promptly responds to their suggestions wherever possible. The recommendations raised at the last inspection have been met thereby improving children's safety and independence. Further improved partnerships with parents and tracking systems for all children have been identified as areas for development. These correlate to the findings of this inspection. The highly skilled staff team are committed to ongoing training in order to keep up-to-date and continually enhance their practice. Staff work well together and know each of the children as individuals.

Staff place a high priority on positive partnerships with parents and as a result, this is a key strength of the setting. Parents receive a wealth of comprehensive information about their child's welfare and are invited to see their learning and development records. Questionnaires and a children's council provide opportunities for service users to put forward their ideas. Parents express high levels of satisfaction with the service provided. Their views and opinions are sought and incorporated into the routine and planning so the individual needs of children are met. Regular opportunities are provided to share information with parents but they are not involved in identifying their child's starting points in relation to learning and development. Close links with local schools ensure sharing of information which promotes consistency for children's welfare, learning and development.

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

A good working knowledge of the Early Years Foundation Stage ensures staff understand how to successfully promote children's learning and development. As a result, children make good progress towards the early learning goals given their capability. Observational records clearly plan for the next stages of children's learning. Assessments for older children are starting to be linked to the elements of the framework to help track their progress towards the early learning goals. However, this tracking to detail their progress is not yet in place for younger children. Days are organised to provide children with a balance of rest, learning

and play which involve child-led activities and adult directed play. Activities are adapted to ensure that all children can participate.

Resources are organised in low level storage for easy access, enabling all children to make their own choices and develop their independence. Children develop good communication skills as staff continually engage with them, ask open ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Children help themselves to books and make marks in a variety of ways using pencils, crayons, paint and chalk. The children mix well together and offer one another support. This contributes to them learning about themselves and others. Resources and activities, such as posters, play figures, jigsaws and books promote children's awareness of the wider world. Staff support children's understanding of difference with positive imagery and adult-led activities which value different cultures and those with varying abilities. Celebrations throughout the year including Chinese New Year, Hanukkah and Diwali enhance an understanding of diversity.

The children spend lots of time outdoors where they balance, climb, slide and manoeuvre the wheeled toys. Using a variety of materials and textures helps children to develop their creativity and imagination. For example, babies and toddlers enjoy painting with their hands and feet and using their senses to explore the glitter, feathers, corn flour and water. Older children make collages of leaves and mobiles of snowmen using cotton wool and fabrics. Children enjoy making pizzas and cakes which they then eat.

Staff demonstrate high levels of commitment to implementing effective strategies to promote children's social, physical and economic well being. Healthy and nutritious meals are freshly prepared on the premises with menus being devised to cater for all tastes. Children understand why they need to wash their hands before they eat their lunch as germs can be transferred to food and make them poorly. They also know how to keep themselves safe in the sun by wearing hats and sunscreen. Children learn through visits from professionals and from first hand experiences about the Green Cross Code and how to evacuate the building in an emergency. Staff and children wear identification badges on outings so that the nursery can be contacted in the event of an urgent situation.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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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