

Step By Step Day Nursery

Inspection report for early years provision

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EY342691

Inspection date

07/03/2011

Inspector

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Setting address

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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

Step By Step Day Nursery opened in 2007 and is one of two nurseries owned and managed by Nelson Child Care Limited in the Hammersmith area in the London borough of Hammersmith and Fulham. It operates from a room in a purpose-built building within a Sure Start children's centre in Brook Green where parents have access to a wide range of services. Children have access to an outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 12 children under eight years may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently seven children in the early years age group, up to the age of two years on roll. The nursery is not currently in receipt of funding for the provision of free early years education. Children come from a wide catchment area. The nursery currently supports a number of children who have English as an additional language. The nursery employs four members of staff, all of whom hold appropriate early years qualifications suitable for their roles and responsibilities. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff members have a generally good knowledge of each child's achievements and learning needs, although this information is not always tracked and recorded sufficiently to provide a sound base for activity planning. The setting has established generally effective working partnerships with children's parents and the information that they share each day helps the adults to work together to promote children's welfare successfully. The setting works well with local authority advisory staff which helps the staff to provide any additional support needs. The manager is yet to begin to evaluate most aspects of the provision for children effectively and make appropriate plans for further development and ongoing improvement. Although risk assessment systems are in place, they are not robust so as to fully protect children.

What steps need to be taken to improve provision further?

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

- develop further the process for ongoing self-evaluation that is reflective and covers all aspects of the childcare in order to identify the strengths and priorities for development that will improve the quality of provision for all children
- review the tracking systems of learning plans to show clearer links to the

information gained from observing the children and the next steps for their learning using this to support the planning of future activities

- practise the devised evacuation drills regularly and record details in a fire log book of any problems encountered and how they were resolved
- extend the partnership with parents to involve them as part of the ongoing observation and assessment process

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because staff have a sound knowledge of safeguarding procedures and understand their responsibility to refer any concerns they may have about children's welfare to the appropriate agencies. There is a comprehensive safeguarding policy which is shared with parents. The manager holds up-to-date information which shows that the staff have suitable clearances which demonstrates their suitability to work with children, and staff are supervised until their Criminal Records Bureau disclosures arrive. The manager ensures that visitors to the setting sign in and out and that they are not left unsupervised. The recruitment procedure also ensures that staff members undergo appropriate suitability checks.

Overall, the children are kept safe in the nursery through daily visual safety checks and regular on site risk assessments. Children are taken to local places of interest such as pre-schools and local parks. Risk assessments for outings are currently being revised and improved to enhance children's safety. Fire drills are organised, however, they are infrequent so do not ensure children and staff are fully aware of fire safety evacuation issues.

The provider and the manager monitor training needs and actively encourage staff to attend useful training courses to improve their work with children and for their own professional development. In this way they ensure that qualification and training requirements are met. The manager has taken appropriate steps to meet all the recommendations for improvement that were identified at the last inspection. The staff and management team are keen to maintain the ongoing improvement of the service through training and through accepting advice and support from early years development workers. However, systems to review the way the setting works across all aspects of the provision are not in place. As a result the setting does not have an accurate awareness of its strengths and weaknesses and areas for improvement are not always well targeted.

Staff work with parents and professionals to ensure that all children are fully included. The range of toys, equipment and resources meets the needs of the children in each age group. The play room is arranged so that the children can make choices about what they would like to play with. Positive images of diversity are displayed and activities are planned to introduce children to different cultural and religious festivals.

Partnership with parents is satisfactory. Parents know who their child's key person is and they are aware that they can ask to see their child's achievement records at

any time. They exchange news with staff verbally and their child's records are shared at twice yearly formal meetings. Newsletters are prepared for parents although this is delayed a little this term and systems to ensure parents are fully involved in their children's learning is currently under developed. A positive display of information, positioned by the nursery entrance, about staff and the setting is kept up to date for parents to view.

There are well established links with local authority advisory staff which helps the staff to provide any additional support needs. Wider partnerships are being established with other settings so as to ensure that children progress suitably in their learning and development. There are good partnerships fostered with professionals involved in children's care, such as, speech and language therapists. Together they provide consistent support for children.

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

Children are making satisfactory progress in all areas of their learning and development, as the staff team has a sound knowledge and understanding of the Early Years Foundation Stage. Children are greeted with affection by members of the staff team. Staff members identify overall learning plans for the younger and older children for the week ahead linked to the six areas of learning. They observe the children and make brief notes of their achievements. Children's individual care needs are identified from the onset of care which means their daily routines are taken into account in the planning of the day.

Children's welfare, learning and development are consistently promoted. Children enjoy exploring a range of activities. It is evident they are happy and settled in the setting. They are encouraged, praised and given opportunities to be active, inquisitive learners both indoors and outdoors. This promotes their independence which means they want to learn more. Children learn about cause and effect through programmable toys and learn how to problem-solve through craft activities.

Children's progress files are kept up to date and the information about achievements and subsequent planning for their progress is current and emerging but not fully embedded. The tracking system to ensure that identified next steps are effectively used in future learning is not very secure. As a result, planning does not focus sharply enough on what the children need to learn next to give a record of their on going learning progress.

Young children show that they feel safe in the way that they leave their parents with little upset on arrival. They enjoy close contact with staff as they are bottle fed and hold up their hands to be lifted up and cuddled by the staff. They calmly co-operate when their nappies are being changed or when they are settled in their individual snooze mats for a nap. Younger children demonstrate their contentment in the way that they smile at the staff, play with their friends and settle easily to rest in the afternoon.

Staff members manage children's behaviour very well. They help children to understand that they are expected to share, be fair and take turns. Children behave well as they are kept fully occupied and they share resources willingly. Each child is respected as a unique individual and the members of staff work in partnership with parents to enable children's development to be supported.

Children's personal development, care and understanding of a healthy lifestyle are effectively promoted. They benefit from eating healthy snacks and meals throughout the day. Children enjoy hot meals prepared according to their individual dietary requirements. They sit together at lunch time enjoying the social occasion and they eat very well. Children are provided with fresh drinking water throughout the day. Hygienic hand washing routines are used by the staff team. Children are taken out into the outdoor area for energetic play. Children's good health is promoted through the provision of clean bedding, clean floor surfaces and clean toys.

Overall, the children are developing appropriate skills for their future learning. They are often involved in worthwhile interactive activities, listening to action songs and table top activities that help them to learn as they play. Children develop their information, communication, technology skills with the use of push button interactive equipment. They are also developing skills for the future as they develop independence skills, develop their language and form positive relationships.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	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	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	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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Annex B: the Childcare Register

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