

# Tiny Steps Day Nursery

Inspection report for early years provision

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EY358858

**Inspection date**

31/08/2011

**Inspector**

Louise Barrie

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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*.

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## **Description of the setting**

Tiny Steps Day Nursery re-registered in 2007 although it has been operating since 1986. It is owned by the church and managed on their behalf by the Chief Executive Officer of the Church Council. The nursery is registered on the Early Years Register for a maximum of 79 children. Of these not more than 21 may be under two years and not more than six may be under one year, at any one time. The nursery is located in Oldbrook, close to Milton Keynes. It operates from a purpose-built, single storey building. Children have access to several rooms according to their age group and to outdoor play areas located around the building. The nursery opens five days a week, for 51 weeks of the year from 8am to 6pm. Children attend for a variety of sessions. There are currently 79 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Staff support children learning English as an additional language. Including the manager and the deputy, the nursery employs 23 childcare staff, 16 of whom hold relevant early years qualifications. Three members of staff are currently enrolled to begin training at level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children thrive in this well-organised and welcoming nursery making good progress towards the early learning goals. The motivated and ambitious manager is highly committed to continuous improvement, successfully encouraging staff to work together to improve provision and practice. Staff across all age ranges know children well and provide good quality care in a social and stimulating environment. Overall, the individual needs of children are met in this friendly and inclusive nursery.

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

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

- extend opportunities to value linguistic diversity and provide opportunities for children to develop and use their home language.

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

Safeguarding within the nursery is robust. Security codes are used on doors and close circuit television cameras are in operation within nursery rooms. Effective recruitment procedures are in place to ensure staff are suitable to work with children and security checks are updated regularly. Staff are aware of the safeguarding policy and know procedures to follow. Ratios of staff to children are

high enabling strong bonds to be built with each child. Rigorous risk assessments take place both indoors and outside to ensure risks to children are minimised. The manager has an extremely clear sense of purpose about what it is she wants to achieve and is highly proactive in building a cohesive staff team. This ensures adults work well together to provide a suitable environment for children. Resources are good, fit for purpose and used well to support children's learning and development. Effective steps are taken to evaluate provision including regular questionnaires for parents. These measures lead to improved outcomes for children, such as different outdoor activities and resources. As a result, children continue to enjoy and achieve.

Children progress well towards the early learning goals due to the highly positive relationships with most groups of parents. Generally, most individual needs are met well, however, staff do not make the most of opportunities to develop and use children's home languages, other than English. Well established partnerships make a strong contribution to children's achievements. Regular communication takes place between the nursery and other professionals ensuring children's learning and wellbeing are promoted effectively.

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

All children, including babies, make good progress in their learning in relation to their starting points. Strong bonds with staff help children feel confident to explore the environment making independent choices from a range of suitable resources. Staff keep effective records of achievement and plan for future learning to ensure children continue to progress.

Children feel safe and very secure in the nursery. They learn how to behave in safe ways because staff teach sensible 'rules' such as walking indoors. They know what is expected of them and older children play together cooperatively. Effective daily routines help children adopt healthy hygiene practices such as washing their hands before lunch. Older children have free access to the outside area and understand the benefits of exercise. Babies and younger children have regular access to a separate outside area ensuring learning opportunities in the fresh air are promoted. Individual sleep patterns for all children, including babies, are followed to further enhance wellbeing. Children's good health is supported by the fresh homemade lunch prepared daily by the nursery chef.

Children play independently within this inclusive environment, learning to respect each other's wishes and sharing resources. Children sit quietly together listening attentively to stories. Learning is extended through the use of drama and puppets that are used enthusiastically by the children. Babies respond positively to the attention of adults, smiling and gurgling contentedly. Children take an interest in nature, observing the vegetables growing in the garden and exploring bugs in the bug trap. Adults encourage children's responsibility by demonstrating how to safely hold and care for the large African snails.

Children across all ages are provided with a range of opportunities to develop their skills in communication and literacy. Babies communicate their needs through facial expressions and sounds that are acknowledged by adults. Books are available at low levels in every room, encouraging early literacy. Toddlers make

marks with paint using their hands and paintbrushes. Older children draw with crayons and chalk on large sheets of paper outside in the garden. Children's skills for the future are developing well. Older children are eager to demonstrate their ability to type the letters of their names on the computer keyboard. Problem solving skills develop through challenges such as finding the missing numeral on the number line. The curiosity of toddlers and babies is captured by melting ice cubes and different bottles. Most children are very well equipped with the skills they need in order to secure future learning.

## 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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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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