

Tiny Steps Day Nursery

Inspection report for early years provision

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Inspector Barbara Walters

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Type of setting Childcare - Non-Domestic

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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

Tiny Steps Day Nursery registered in 2010. It operates from a detached house on Whiteway Road in St. George, Bristol. Children have access to an enclosed, outside, play area. Provision for the youngest children is located on the ground floor. The nursery is registered with Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. The nursery currently opens from 7.30am to 6.30pm each weekday, except for bank holidays. It is registered to provide care for a maximum of 46 children from birth to eight years old, at any one time. There are currently 60 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs ten members of staff; of these, nine hold appropriate early years qualifications at level 3 and one at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare is, mostly, soundly promoted so that their needs are suitably met. However, staff lack a full understanding of the safeguarding children procedure and strategies to effectively promote positive behaviour. Children enjoy playing in a stimulating, child friendly environment where, overall, they make good progress in their development, including their skills for the future. They gain an effective awareness about what constitutes a healthy lifestyle. The nursery is soundly committed to the development and smooth running of the provision and to developing the systems for evaluation. Management and staff demonstrate a suitable capacity to maintain continuous improvement to outcomes for children

What steps need to be taken to improve provision further?

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

- improve staff understanding of safeguarding children issues so they are able to fully implement the policies and procedures
- develop positive behaviour management strategies to help children by showing them how to play and be friendly with other children.

The effectiveness of leadership and management of the early years provision

Appropriate procedures are in place to help ensure the suitability of staff to work with children. Staff have a satisfactory knowledge of safeguarding issues and are suitably deployed across the nursery to support children's welfare. Staff complete

daily checks of the premises so that hazards to children are appropriately reduced. Sound procedures are in place to record the arrival and departure of children and visitors. Staff have attended training to gain a suitable understanding of child protection issues. However, not all staff have a complete knowledge of the safeguarding policy and procedure.

Staff are enthusiastic in their approach and have worked hard since the last inspection to promote outcomes for children. The recommendation to develop the key person approach and to better meet children's individual needs has been suitably implemented. A wide range of exciting resources has been developed. This includes everyday objects, such as crates, pipes, tins and pegs, which support children well in their learning and development. The staff team is committed to training and uses some knowledge gained from training courses to support children's care and education. The nursery plans to evaluate the provision by taking part in the Bristol Standards award scheme, therefore demonstrating a satisfactory commitment to continuous improvement.

Children enjoy playing freely and explore resources in the playrooms, sensory room and the inviting, outdoor, play area. Rooms are decorated with colourful displays of children's work, giving them a sound sense of belonging. Staff have developed different areas in the garden, such as raised beds for digging and planting and an exciting, investigation area. These are used well to provide children with interesting play and learning opportunities. Children begin to know about their own and other peoples' cultures through the use of activities and resources, such as musical instruments and books. Staff gain some key words for children learning English as an additional language to help meet their individual needs. Staff are developing their use of sign language to ensure all children are appropriately included.

Staff develop suitable, positive relationships with parents and carers and encourage them to share information about their children's achievements at home. Parents report that children are progressing well and enjoy attending the nursery. Staff sufficiently take account of parents' views through daily discussions and a feedback sheet completed during the parents' evening. There are currently no children on roll who attend other settings or need support from other agencies. However, the staff are aware of the need to work in partnership with any other settings if the need arises.

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

Staff are enthusiastic in their approach and create a relaxed environment through interacting warmly with children to support them in their play. A wide range of activities support children well in their progress across the six areas of learning. Children enjoy their play and actively explore their surroundings with curiosity and interest. For example, young children are eager to find out about colour and texture, using sponges and paints to create marks. They are beginning to

understand and enjoy stories and share books with staff. Staff give individual attention to the younger children to help them repeat words and build their vocabulary. Young children seek out hugs and smiles as they play. Older children begin to recognise their names through name labels on their pegs and place mats. They are well engaged in role play based on their own experiences and are able to introduce a story line into their imaginative play. Staff understand how to help children learn through practical activities, which enables them to develop and effectively practise their skills for the future. For example, children enjoy exploring with their senses and describe and talk about what they see. They confidently count numbers up to ten and begin to recognise groups of two or three objects.

Most children are developing a satisfactory sense of how to stay safe in the nursery. They complete regular drills to help them become familiar in leaving the nursery in the event of an emergency. The nursery provides a range of healthy snacks and meals to encourage children to learn about healthy eating issues. Children are developing a good understanding of making healthy choices in the food they eat. They grow fruit and salads in the summer, which they pick and eat for their snacks. Children have opportunities to be active in the outdoor play area. A range of equipment, such as wheeled bikes and stepping stones, supports children well in their physical development. Children learn about effective hygiene routines and need little reminding to wash their hands before snack time and after messy play. Staff suitably encourage children to be responsible by helping to clear their dishes at mealtimes. Children are generally appropriately behaved and respond to the expectations of the staff. They know to sit quietly when staff read them a story. Staff act as suitable role models for the children. However, positive behaviour strategies to help children understand how to get on with others are not effectively in place.

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	2
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

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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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
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