

2nd Steps Ltd

Inspection report for early years provision

Unique reference number	EY346806
Inspection date	15/02/2012
Inspector	Mary Wignall

Setting address	62 Church Road West, LIVERPOOL, L4 5UF
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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

2nd Steps Ltd opened in 2007. It operates from five rooms based over two floors. It is situated in the Walton area of Liverpool. The nursery is open each weekday from 8am 6pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 50 children under eight years. It is open 52 weeks of the year, except for bank holidays. All children share access to a secure enclosed outdoor play area. There are currently 41 on roll in the early years and four on the Childcare Register. The nursery currently supports children with special educational needs and/or disabilities. The nursery employs nine members of staff holding the following relevant qualification; six at level 3, one at level 2 and one working towards a level 3. The nursery also employs a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children play and learn in stimulating and comfortable environment. The managers and staff are committed to ensuring that every child feels safe and secure, which provides a firm basis for children to make good progress in their learning and development. Policies and procedures are consistently implemented to ensure the children's well-being. Partnerships with other agencies are effective to ensure children's individual needs are fully supported. Self-evaluation procedures involve local partners and result in improvements in children's outcomes. Actions taken to improve the provision are based on accurate self-evaluation and lead to improvements in children's outcomes.

What steps need to be taken to improve provision further?

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

- use quality improvement processes to assess what is offered against robust and challenging criteria
- include summaries of children's achievements and views of parents in children's learning files to help monitor children's progress
- encourage children to count in practical situations in daily routines.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff understand and implement effective safeguarding policies and procedures. The designated person with lead responsibility for safeguarding issues has relevant training and ensures staff know and understand the nursery's policies. Priority is given to children's safety and security. Robust recruitment procedures ensure staff are vetted and qualified to work with children. Clear and accessible records are held of staff Criminal Record

Bureau checks to demonstrate their suitability. Staff manage children's behaviour calmly and efficiently. Effective risk assessments are conducted for all areas of the premises and all outings. Comprehensive daily checks and regular maintenance of the premises and equipment ensure a safe environment for children. A culture of reflection is established with regular monitoring of the quality of planning and staff interaction with children. Actions taken since the last inspection have led to improvements in children's safety and health. For instance, staff handling and preparing food are suitably qualified and have additional training in early years nutrition. Managers use links with local authority support workers and local network meetings to drive quality improvements. However, little use is made of quality improvement tools to assess what is offered against robust criteria. Recent evaluation of the use of rooms has led to changes to maximise children's use of space. An imaginatively decorated 'space room' provides additional space for children and is available for parents to use.

Staff welcome parents warmly as they enter the nursery. They have positive relationships with them and provide adequate information on how well their children are achieving and developing. Staff encourage parents to look at their child's files and to share information to support their children's learning. However, procedures to actively encourage parents to contribute to children's learning and seek their views are limited. Systems to identify children needing additional support result in effective interagency working. Individual children get the support they need, such as from speech and language therapists.

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

Children enter confidently and eagerly join in activities. The outdoor space is used effectively and enhances the children's choice of play. Staff interact positively to promote children's learning and have fun together. Planning systems ensure all areas of learning are covered in a wide range of activities the children enjoy. All children easily access a wide range of activities and can easily find quieter areas to sit, look at books or enjoy each other's company. All staff contribute to planning systems and adapt activities to meet the individual needs of the key children they work with. Children's achievements and progress are clearly recorded in children's learning files. However, they do not contain summaries of children's learning to date or the views of parents to help to monitor children's learning in partnership with parents.

Children learn to make healthy choices about what they eat and drink as they are served fresh food cooked on the premises. They follow good hygiene procedures as staff ensure children wash hands before meals. Older children notice when they have messy hands after playing in sand and look for tissues or wipes to clean them. Most children independently access and wipe their noses. Younger children anticipate their faces are to be wiped after lunch as they cooperate holding their heads up and wrinkling their faces. Staff offer clear and consistent explanations to manage children's behaviour and promote their understanding of safety. Children know how to behave and play safely. For instance, as they play in sand, they eagerly explain why it is not safe or pleasant to throw sand. Playing outdoors, they

readily share resources. They negotiate taking turns of pushing wheeled toys when playing outdoors. Children learn useful skills for the future as they play. Staff encourage children to learn to put their own coats on and feed themselves from an early age.

Children play actively and imaginatively. Babies and children show their enjoyment of rhymes as they immediately start dancing to the rhymes sung by staff. Staff ask open questions of older children and involve them in choosing activities they find fun and stimulating. Children are confident talkers and enjoy talking to each other. Staff demonstrate good language and communication skills. They have access to a wide range of books with comfortable cushions and seats nearby to enhance their enjoyment. Children are confident and readily make choices in play. Children ask staff to play cards and a game of matching and sorting begins. Staff model good counting skills as they point to each item as they count. Children are interested in counting and readily sing counting rhymes and songs. However, they have less opportunity to practise their counting and calculation skills in daily activities, such as snack time or preparing to play outdoors. They delight as they make pictures using straws and paint and are proud of achievements. Children show their understanding of technology and the wider world as they play. Part of the outdoor area is transformed as staff and children work together with ropes and material. Some children decide it is a lift and make realistic sound effects for the door closing before jumping and shouting 'up'. Later, it becomes a tent then a gaol. Children use computers with increasing confidence. They demonstrate their understanding of the natural world as they discriminate between sharks and dolphins in the water play. Children know the ice has made the water cold and enjoy feeling it as it melts and slips out of their hands.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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

Outcomes for children in the Early Years Foundation Stage	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