

Tiny Steps Nursery

76 Greville Street, Manchester, M13 0YG

Inspection date	23/10/2012
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The staff team is stable and committed and there are good opportunities for personal professional development leading to improvements in the provision for children.
- Children are learning about peoples differences and diversity is valued, respected and promoted in age-appropriate ways.
- Facilities and routines for outdoor play have improved. Attractive wall murals have been painted to enhance the provision and energetic play is supported by the use of good quality equipment and resources.

It is not yet good because

- Educational programmes are not sufficiently monitored and they do not fully cover the prime areas of learning, such as communication and language. Interesting projects are not always completed and therefore children are unable to evaluate their activities.
- The quality of teaching and learning is variable and systems to monitor and improve these aspects are not yet fully developed. Staff practice in the baby room is variable and sometimes the needs of individual children are not met consistently.
- Children's self-help skills and independence is not consistently promoted throughout the nursery.
- Some parents do not receive sufficient information to reinforce and promote their child's learning and development at home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Joint observations were conducted with the manager and deputy.
- The inspector spoke with different members of staff during the inspection.
- The inspector looked at children's records of achievements including some assessment documents, policies and procedures and other relevant documentation.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector took account of the views of the proprietor spoken to on the day.

Inspector

Cathleen Howarth

Full Report

Information about the setting

Tiny Steps Private Day Nursery registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries run by the same proprietor. The nursery is situated in a detached building in the residential area of Longsight, Manchester. The nursery mainly serves the local area and it is accessible to

all children. There is a fully enclosed area available for outdoor play.

The proprietor, who is working towards Early Years Professional Status, employs 10 members of child care staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The manager has attained a level 4 leadership and management qualification and Early Years Professional Status. Two members of staff are working towards a level 3 qualification. Student placements and apprenticeships are considered and currently there is one apprentice working at the nursery.

The nursery is open Monday to Friday throughout the year. It is closed on public holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. Currently there are 43 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery currently receives support from the local authority. It is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes for communication and language by; giving children time to talk and think, encouraging open ended thinking, not settling on the first ideas and valuing children's questions.

To further improve the quality of the early years provision the provider should:

- extend systems for performance management to evaluate and improve staff's practice and the impact of the quality of teaching and learning
- support children's interests over time by helping them to finish the projects they have started, by giving feedback and helping children to review their own progress and learning by talking about what worked well and what they would change next time
- enhance the provision in the baby room by; reviewing the key person system to provide a 'buddy' who know the baby and family as well; by reviewing routines, like snack time and nappy changing, so that they are flexible and meet the children's individual needs
- extend the engagement with parents by; providing them with more information

about the educational programmes and sharing information about how they can promote their child's learning and development at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are currently developing their knowledge and understanding of the learning, development and assessment requirements for the Early Years Foundation Stage. New initiatives have not had time to become embedded, like the new recording system for children's assessments to clearly demonstrate where children are in their learning Systems to monitor and improve the quality of teaching and learning and educational programmes, in relation to communication and language, are not yet fully developed and this hinders children's overall development. There are missed opportunities in the pre-school room for children to take a more active role at meal times. For example, staff pour children's drinks and serve their food, which restricts children's growing independence.

Children on roll and multilingual staff employed at the nursery positively reflect the ethnically diverse population in Longsight and the surrounding areas. Managers and staff are sensitive to this and arrange interesting and fun opportunities for children and their families to meet together to share and celebrate their heritage, culture and traditions. For example, last week on Cultural Day over 10 nationalities were represented and children and their families dressed in traditional costumes and shared food from around the world.

Parent's involvement in supporting their children's learning at home is variable. For example, staff do not help parents understand the revised Early Years Foundation Stage and some do not receive sufficient information to enable them to reinforce children's learning at home. For example, children learn different nursery rhymes and songs at the nursery. Some parents do not know the words, so they are unable to help their children when they forget the words or when they get mixed up. However, there are some imaginative transition arrangements in place, such as Graduation Day and an Open Day. Children who left the nursery in July dressed up in hats and gowns for the graduation ceremony and a local member of parliament presented them with their leaving certificates, helping to boost their self-esteem and confidence. The open day was a relaxed, social occasion and outside caterers were brought in to provide the refreshments. Current and prospective parents met with staff, whilst children played on the bouncy castle and took part in face painting sessions.

The contribution of the early years provision to the well-being of children

Overall, children have made secure attachments with their key person. New starters have a designated key person who helps them to become familiar with the routines at the nursery. However, there are some routines, like nappy changing, that do not always meet the needs of children. For example, occasionally interventions are not required and children's activities are disturbed in order to have their nappies changed at set times during the day rather than in line with the children's individual routines.

Children who attend pre-school said they would confide in their key person if they were upset or if something was troubling them. The child's key person offers a settled relationship for the child and builds a relationship with their parents to promote children's continuing care and learning. Parents confirm they are aware of the complaints procedure and, if they had a concern, they would initially try and resolve it with their child's key person.

There is good provision for energetic play outside. The playground is well-resourced and children have fun using quality equipment, like riding on the tricycles, pushing and pulling small world buggies with dolls, climbing on the wooden apparatus and balancing on the beams. Children eat and sleep well. For example the cook is skilled at providing a good range of nutritious food and drink. Babies are able to stretch out safely in the cots provided and there is always a member of staff in the baby room to monitor them while they sleep. There are a variety of dens and cosy areas with scatter cushions for children who wish to play quietly and relax, for example, in the book areas.

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

There have been staff changes, including a new manager, within the last 18 months resulting in variable staff practices throughout the nursery. The manager has appropriately introduced supervision sessions to support staff's personal professional development. The existing core staff team are committed. For example the cook has recently enrolled on a childcare course to develop her knowledge and understanding of childcare practice and she is looking forward to spending more time with the children. There is a good team spirit within the staff group creating a friendly, welcoming atmosphere at the nursery, which is evident during the inspection.

While most aspects of learning and development are covered, the educational programmes for communication and language are inconsistent resulting in variable quality of teaching and learning. This was evident in the joint observations that were completed with the manager and deputy. For example, during sand play activities and at snack time, some staff are more practiced than others at supporting children's learning. However, others do not give children time to think and talk before moving onto something else. Some staff settle on children's first ideas, instead of extending and adapting activities to challenge children according to their level of understanding and ability. Open ended questioning is not used consistently to encourage children to think more creatively and critically. For example, staff do not take advantage of the opportunities to talk to children about texture and the effects of water. Sometimes learning outcomes are not fully established and interesting activities are not followed through with the children. A relevant example is potato planting in the garden. Children were unable to reflect on what they had done and to talk about how they would do things differently next time because this had not been followed through by staff.

Trainee supervision is not always monitored effectively. For example, a new member of staff does not have enough knowledge and understanding to adequately fulfil the role of

'buddy' to a child's key person when required to keep parents informed about children's progress in the prime areas of learning.

The safeguarding and welfare requirements of the Early Years Foundation Stage are appropriately met. This includes the arrangements that are in place to record accidents involving children and any administrations of medication, which are routinely shared with parents. The manager takes lead responsibility for safeguarding children. In relation to child protection, she ensures staff are able to recognise signs of abuse and neglect and understand the correct procedures to follow if they have concerns. There are appropriate systems in place to provide for children with special educational needs and/or disabilities. The manager takes lead responsibility for this and she liaises with parents and other agencies to promote children's welfare and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY366744
Local authority	Manchester
Inspection number	888196
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	43
Name of provider	Mohammad Awais Arshad
Date of previous inspection	14/02/2011
Telephone number	0161 248 7300

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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