

Tiny Steps Nursery

76 Greville Street, Manchester, M13 0YG

Inspection date

14/02/2013

Previous inspection date

23/10/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Children are happy and settled in the nursery and enjoy a satisfactory range of activities which help them make steady progress in their learning.
- Children have regular opportunities throughout the day for fresh air and exercise.
- The provider is committed to improving the provision by encouraging practitioners to access regular training and gain further qualifications.

It is not yet good because

- The observation, planning and assessment process lacks precision. Practitioners do not assess children's starting points promptly on entry and do not always use observations to plan activities which are matched precisely to what each child needs to learn next.
- There is no practitioner in the baby room with a relevant level 3 qualification or who has received training specifically in the care of babies.
- Recent staff changes have resulted in babies not having a consistent key person who builds a relationship with them and their parents and supports the transition from home to nursery.
- The organisation of some resources, such as puzzles and dressing up clothes in the home corner, hinders children's ability to organise their own play and learning.

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

- The inspector observed activities indoors and outdoors and also spoke to children to gain information about their learning.
The inspector looked at children's development records, planning documentation,
- evidence of suitability of practitioners working within the nursery and a range of other documentation.
- The inspector held meetings with the provider and spoke to practitioners.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Teresa Clark

Full Report

Information about the setting

Tiny Steps Nursery was registered in 2008 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and is one of two nurseries owned by the provider. The nursery is situated in a detached building in the residential area of Longsight, Manchester. It mainly serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday throughout the year. It is closed on public holidays and for three training days. Sessions are from 8am to 6pm. There are currently 62 children on roll in the early years age group. The nursery is in receipt of early education funding for two-, three- and four-year-olds. It supports children who speak English as an additional language.

The provider, who is working towards Early Years Professional Status, employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and 3. Three members of staff are working towards a level 3 qualification. Student placements and apprenticeships are considered and currently there are two apprentices working at the setting. The nursery receives support from the local authority and 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:

- improve the processes to assess children's progress and plan for their individual needs by assessing their starting points promptly on entry to the nursery, making more regular and precise observations, and planning purposeful activities matched more precisely to what each child needs to learn next
- ensure there is at least one member of staff in the baby room who holds a relevant level 3 qualification and is experienced in working with children under two, and that half of other staff have received training in the care of babies.

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

- enhance the provision in the baby room by making sure there is a consistent key person who can develop secure relationships with children and their families and support a smooth transition from home to nursery
- review the organisation of resources to allow children easy access so they can independently organise their own play ideas.

Inspection judgements

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

Practitioners are developing their knowledge and understanding of the learning, development and assessment requirements for the Early Years Foundation Stage. They

carry out regular observations on individual children. However, these are not always used effectively, because they do not have a specific focus, such as the next step in developing the youngest children's speech. They are not always used to pinpoint exactly what children need to learn next. This reduces the effectiveness with which staff can monitor children's progress. As a result, planned activities are not always sufficiently tailored to ensure children learn and develop as well as they possibly can.

The nursery provides a caring and welcoming environment for children and their families. Children are pleased to see their friends and greet each other on arrival with waves and hugs. They are confident in their surroundings and invite the inspector to join in their play as they bring her the sand toys and farm animals. Practitioners provide opportunities for children to build their independence in readiness for school. For example, children take delight in sweeping up the spilt sand and helping to clear the tables after lunch. Children and practitioners reflect the diverse local community. Children who speak a second language are fully supported as practitioners gather key words, and some are able to communicate with children and parents in their home language. Families are encouraged to share their culture, traditions and celebrations through activities in the nursery. Consequently, children feel a strong sense of belonging.

Children's early writing skills are developing well and evidence of this is displayed around the pre-school room. For example, more able children are beginning to write some recognisable letters of their name. Children use their developing language skills confidently and enjoy talking to each other and expressing their ideas. For example, they say they are going to make a picture for their mummy. Babies and toddlers enjoy sensory experiences, such as playing with treasure baskets, coloured bottles and textured materials. Children are beginning to recognise shape by using resources, such as shape sorters and jigsaws. These activities provide appropriate support to help children independently solve problems. Children practise their counting skills as they count the number of blocks used to make their towers. Older children confidently count beyond 20 and describe the different sizes and shapes they use to construct their models. Practitioners improve children's language relating to mathematical concepts using key words, such as 'big' and 'little'.

The nursery is developing different ways to communicate with parents to ensure they are involved in their children's learning and development. Children's learning journey files are shared with parents and they are invited to share what children have been doing at home. Practitioners communicate with parents through daily verbal feedback, newsletters and parents evenings. This supports children's learning and shows a sound understanding of the importance of partnerships with parents.

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

While there have been staff changes, resulting in some disruption to the nursery, several practitioners are long serving and offer consistency and continuity. A key person system is in place, however, it is not fully effective, particularly in the baby room, due to inconsistent staffing arrangements. As a result, children are not always cared for by a special person who gets to know them and supports their transition from home to nursery.

Daily communication, both in written and verbal exchanges, ensures parents are well informed about the routines and activities of their babies during their day at nursery.

Children benefit from the affectionate relationships they have established with practitioners as they sit on their laps for singing and cuddles. Children are learning to be considerate of others and to share from an early age. Resources are stored at a low level so children can make independent choices and decisions during the day. However, these are sometimes disorganised, for example, the sand and water trays are full of toys and the home corner is not always inviting as too many resources are piled into a box. This hinders children's ability to organise and lead their own play ideas. Children have access to an adequate range of resources which reflect positive images of diversity and help them gain an understanding of the wider world.

Behavioural expectations are consistently applied throughout the nursery. Children are encouraged to behave in a positive and respectful manner. They are beginning to respond to strategies to engage them in positive behaviour, such as tidying away toys and sharing. Practitioners are good role models, giving clear guidance and instruction, which supports positive behaviour. They recognise when children need to let off steam and take them outdoors for physical activity.

Children learn about healthy lifestyles through daily outdoor play. They enjoy practising their skills, with older children being competent, skilful and in control of their bikes, stopping, starting and changing direction. They practise their dexterity skills as they readily use scissors and small tools with confidence and skill to increase their hand-eye coordination. Children develop their self-care skills through accessing drinking water, washing their hands and putting on and taking off their coats. Suitable transition systems support children in being prepared for the next stage in their learning.

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

The provider has a sound understanding of his responsibilities to meet the legal requirements of the Early Years Foundation Stage. There have been several changes in the nursery since the last inspection, including the recent departure of the manager. This means that planning and assessment is in its early stages and is not monitored consistently. This does not ensure that the educational programme provides children with sufficient challenge to help them make further progress towards the early learning goals.

The provider is very familiar with safeguarding procedures and knows how to respond to any concerns. Practitioners have a satisfactory understanding of their roles and responsibilities in relation to child protection issues, such as reporting abuse and neglect. They have a sound understanding of the written safeguarding policy and procedure so that they can take action to safeguard children if they have a concern about their well-being. Suitable recruitment procedures ensure that all adults working in the nursery are safe and suitable to do so. Adequate risk assessments and daily checklists are in place to identify potential risks to children's safety.

Staff supervision is in place and this provides opportunities for practitioners to improve their personal effectiveness and highlight any training needs. Practitioners are encouraged to attend training and to become more qualified. However, there is no designated practitioner in charge of the baby room or with a level 3 qualification. As a result, babies are not consistently cared for by practitioners who are suitably trained to care for them. Since the departure of the manager, the provider is taking an active role within the nursery. He recognises there are improvements required and is receiving intensive support from the local authority in order to bring about continuous improvement. He has also arranged for staff to attend local authority training and in-house training with a private company. The provider has also employed an external organisation to support him with employment issues, including performance management systems.

Parents and carers are warmly welcomed on arrival and practitioners make the time to pass on any important information. Regular newsletters, a notice board and prospectus keep them informed about the nursery and its policies. Parents spoken to during the inspection are complimentary about the setting. They say their child is happy to come to nursery and that they are informed about what their child is learning. Suitable arrangements are in place for working with other professionals where there are concerns about children's development.

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	900539
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	62
Name of provider	Mohammad Awais Arshad
Date of previous inspection	23/10/2012
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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