

Tiny Steps Nursery

76 Greville Street, MANCHESTER, M13 0YG

Inspection date	25/09/2013
Previous inspection date	14/02/2013

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 who learn English as an additional language are supported well as the bilingual staff speak to the children in their home language.
- Practitioners have appropriate ways of supporting children's behaviour. Consequently, they get along well together and are learning to share and take turns.
- The premises are secure and the staff supervise the children well to help keep them safe.

It is not yet good because

- The quality of information recorded about children's development varies throughout the setting and the assessment of children's learning is not rigorous, therefore, activities are not always based on what children can already do.
- The procedures to monitor the educational programme are not yet rigorous enough, consequently, all areas of weakness have not been effectively identified.
- Staff do not consistently encourage parents to share information about their children's learning at home, to help in planning activities in the setting that precisely meet their individual development needs.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in all rooms within the nursery. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the setting with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

Inspector

Joanne Ryan

Full Report

Information about the setting

Tiny Steps Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached building in the Longsight area of Manchester. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and 3.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 53 children attending who are in the early years age group. 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.

What the setting needs to do to improve further

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

- improve the systems to make sure that observations are consistently used to understand children's individual level of achievement, interests and learning styles and use this information to plan for individual learning needs.

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

- develop further the partnerships with parents by encouraging them to share information about their children's learning at home to ensure there is a collaborative approach to supporting children's progress.
- enhance systems to monitor the educational programme in order to improve outcomes for children and target support where it is needed most.

Inspection judgements

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

Children enjoy a range of experiences to support their development across all areas of learning. They are making satisfactory progress towards the early learning goals and the quality of teaching is sound. Children make choices about the resources they want to play

with. Consequently, they are engaged in activities that interest them which keeps them motivated and keen to explore their own ideas. For example, they enjoy playing the sand and experiment with making shapes and working out which is the biggest castle. Children enjoy playing with laptops which supports them to learn about simple technology. Children develop their physical skills as they make marks with chalk on the chalk boards and talk about the pictures they are drawing. Children enjoy building towers with the staff and they count together as they place a new brick on the tower promoting their mathematical skills. Therefore, children generally acquire the skills needed for the next stage in their learning.

Since their last inspection, a new system for observation, planning and assessment has been introduced. The staff observe children in their play and plan their next steps for learning. They complete the required progress checks and share information with parents when their children are aged between two and three years. However, all records are not accurately based on what the children can do. A tracking system has been introduced in some parts of the nursery but has not yet been in place long enough to measure the progress children are making. Not all staff clearly detail where and how the children are making progress towards the early learning goals. This in turn has an impact on how well the staff are able to plan further to support individual children's progress.

Some of the children are learning to speak English as an additional language and the bilingual staff fully promote the children's home languages within the nursery by speaking to the children in their home language and displaying words in different languages. Staff and children celebrate a range of festivals to teach the children about the diverse world in which we live. For example, during Eid children dress-up and try different foods to support their understanding of different cultures. Children are developing their communication and language skills as staff read stories and sing songs which the children enjoy joining in.

Staff demonstrate a secure knowledge of the seven areas of learning and development and request parents contribute and share information about their child within these areas upon entry to support initial assessment. However, not all staff have easy access to these records which hinders their ability to plan initial activities based on what children can already do. Staff share information daily through verbal discussion and at regular parents' evenings to support parents understanding of the individual children's progress in their learning and development. Staff do not gather information about children's learning at home, in order, to create a combined approach to the children's development.

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

Staff are deployed effectively and generally children are happy and content; they form warm relationships with staff and enjoy each other's company. The key person system helps children to feel secure and most parents know who to contact. Staff support individual children well in their transitions through the nursery, which builds their confidence and trust in their new environment. Furthermore, they work closely with parents during the transition period so they are fully involved in the process. Children are secure in the routines of the day and know what is happening next, because staff explain to children what they are doing, which helps them understand the sequence of events. Staff cuddle children if they are unsettled, and babies snuggle into the arms of staff. This

provides a sense of comfort that contributes positively to the children's well-being.

Children are reminded to take turns and staff reinforce positive behaviour with effective use of praise, which supports children's self-esteem. Staff give children explanations to support their understanding of safety. For example, when a child throws sand, the staff explain how it could go in other children's eyes and the children listen carefully to the staff and consider the consequences of their actions. Children learn to respect each other and play cooperatively as they make friendships that support their social development. Younger children play alongside each other and engage well with the staff, seeking their support as they explore their learning environment and engage in activities.

The nursery promotes children's health through supporting healthy eating practices and by providing many opportunities for children to get physical exercise and fresh air. The children enjoy snacks and meals which are prepared on-site and benefit from sitting together and enjoying the social aspects of mealtimes. Children have some opportunities to be independent as they choose the resources they want to play with and put them away at the end of the session. Older children are competent at managing their own personal needs as they access the bathroom independently.

Managers and staff have very recently worked together to reorganise the rooms to create a more stimulating environment for the children. The organisation of the resources provides the children with a satisfactory range of experiences. Staff work within the correct ratios and deploy themselves effectively so they can support children in their play. The staff read stories with the children. They talk to them about school to support so children know what to expect. Staff give the learning journeys to the parents when the children move onto school and parents can share these with the teachers if they wish.

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

The inspection took place following previous concerns raised and Ofsted set a notice to improve to ensure that the newly identified assessment procedure ensures practitioners understand the children's level of achievement in order to shape their next learning step. The nursery has worked with the local authority to develop the system and have implemented new planning, observation and assessment procedures. However, the focus of the planning concerns children's activities and does not clearly identify children's learning, therefore, all activities do not have a clear learning focus. The new manager is working with the owner and the staff to continue to develop the procedure and staff have made clear improvements in their knowledge of the seven areas of learning.

The nursery environment is safe. Staff complete a checklist every day to ensure there are no hazards present and assess risks prior to taking children out in the local area. Staff have a good understanding of child protection procedures. They know the signs and symptoms of potential abuse and know who to contact should they have concerns. Staff also understand the policy and procedure for reporting possible concerns about staff practice. Furthermore, all staff have attended safeguarding training. Policies and procedures are in place to ensure the safeguarding and welfare of children. This includes a

policy relating to the use of cameras and mobile phones in the nursery. Recruitment procedures are sound and ensure all staff are suitable to work with children.

The manager ensures that sufficient staff are on duty at all times to meet the ratio requirements. Induction procedures ensure new staff are familiar with their roles and responsibilities. One-to-one staff discussions and annual appraisal takes place, which helps prioritise some professional development. Staff meetings and informal discussions are used to share information received from attending training sessions and for cascading information to colleagues. The manager is very new in post so does not yet have a good overview of the educational programme which has led to weaknesses within the assessment process and in some experiences that are provided for children.

The nursery management team demonstrates through their self-evaluation, a desire to further improve the nursery. For example, they have rearranged the resources and are working with the local authority to make their provision better. Future plans include developing the outdoor area to create more opportunities for children to experience the seven areas of learning and development outdoors. Staff viewpoints are gathered at staff meetings and parents have the opportunity to make suggestions for improvement through the parent suggestion box in the reception area. This allows the management team to consider a range of viewpoints.

The nursery is working hard to continuously improve their partnership working with parents. Regular newsletters keep parents updated on what is happening in the nursery and daily feedback gives the staff an opportunity to share the children's daily experiences. Parents commented to the inspector that they were happy with the service the nursery provides. The nursery maintains an individual file on each child containing the relevant information which is stored confidentially to protect the privacy of the child.

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
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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 action. 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	933550
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	53
Name of provider	Mohammad Awais Arshad
Date of previous inspection	14/02/2013
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, which are usually the childminder's 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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