

# Tiny Steps Day Nursery

Christian Centre, Strudwick Drive, Oldbrook, Milton Keynes, MK6 2TG



## Inspection date

5 January 2018

Previous inspection date

18 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The managers and staff efficiently monitor the progress that each child makes. This helps them to swiftly identify and address any gaps in children's learning. They also analyse information about the progress that different groups of children make, to help ensure all children, considering their individual needs and capabilities, develop well.
- Staff develop highly effective skills and knowledge through undertaking relevant training courses. They use these very well as they support each child to learn and develop in their own unique way. Children who have special educational needs (SEN) and/or disabilities or who are at risk of falling behind are skilfully supported to learn.
- All children behave very well and show respect for staff and for each other. Children are highly independent in their learning and self-care skills.
- Staff work exceptionally well with parents overall and are successful in engaging them in children's learning. Parents are highly complimentary about the care and education their children receive.

### It is not yet outstanding because:

- Staff do not always gather enough information from parents about their child's capabilities when they start at the nursery, to ensure the initial planning for children's learning is of the highest quality.
- Staff occasionally do not organise group activities well enough to fully support children's learning. Sometimes, the large number of children in a group results in some children not having the same opportunities as others to participate.

## What the setting needs to do to improve further

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

- gather more detailed information about what children know and can do on entry to the setting, to plan more swiftly and precisely for their ongoing learning
- improve the organisation of group activities so that all children feel included and have more opportunities to participate and express their thoughts and ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the deputy manager, who is currently the acting manager.
- The inspector held a meeting with the acting manager and the provider's childcare manager and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views. She also spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including the nursery safeguarding procedures, complaints log, attendance records and children's observation and assessment records. She also reviewed the nursery's evaluation documents and discussed other methods of reflective practice.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are alert to any safeguarding and welfare concerns and follow robust procedures to help keep children safe. They work effectively with partner agencies, such as children's centres and health visitors, to address any concerns. Staff turnover is low. Despite this, the provider has rigorous recruitment procedures to help ensure they employ the best possible staff. Robust appraisals and staff supervisory meetings are focused on improving outcomes for children. Strengths and weaknesses in practice are assessed and steps are taken to successfully improve practice. Staff talk confidently about how training has a positive impact on their practice and, subsequently, on children's development. For example, following training, staff now provide children with more challenging and risk-taking play outdoors, such as climbing and balancing.

### Quality of teaching, learning and assessment is good

Staff use observations and assessments of children well. They accurately identify children's next steps in learning and plan a good range of experiences to help them achieve positive outcomes in their development. Older children spend time learning about the world, such as by planting bean seeds. They demonstrate their prior learning, for example, as they talk about plants needing soil, light and water to help them grow. Toddlers manipulate dough using tools and their hands and staff encourage them to investigate what happens when they squeeze and pull it. Staff are highly aware of how and where children prefer to learn and provide a wide range of equipment and resources that children can use independently, both inside and in the garden.

### Personal development, behaviour and welfare are outstanding

The key-person system is exceedingly strong and settling-in processes are highly effective in helping children to quickly feel secure. Children clearly know who their key person is and form a very close attachment to them. Staff talk about the importance of knowing their key children and families well. They feel this helps them to quickly identify any changes in children's well-being so they are able to swiftly support them. Staff place high importance on children having daily outdoor physical play. The outside environment is a wonderful place for children to have fun. For example, they enjoy riding tricycles and digging in sand. Staff help children to learn how to take appropriate risks, such as when they learn to balance on obstacle courses. Staff in the baby room care for babies very well. Their individual routines are prioritised and staff skilfully help babies to feel secure.

### Outcomes for children are good

Children develop important skills that prepare them well for the next stage of their learning and for starting school. Older children show an interest in how stories are structured and are keen to join in with familiar refrains. Children learn how to make marks with different materials, such as by squirting water on the wall outdoors. Toddlers enjoy exploring their surroundings. They confidently make their own choices from the broad range of resources and learn how to make toys work, such as by pressing buttons.

## Setting details

<b>Unique reference number</b>	EY358858
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1062077
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	151
<b>Name of registered person</b>	Milton Keynes Christian Centre
<b>Registered person unique reference number</b>	RP910656
<b>Date of previous inspection</b>	18 September 2013
<b>Telephone number</b>	01908 672 999

Tiny Steps Day Nursery registered in 2007 and it is run by the Christian Centre church. The nursery is open from 8am until 6pm each weekday, except for bank holidays and the week between Christmas and New Year. The nursery employs 29 members of childcare staff, 22 of whom hold appropriate early years qualifications at levels 2, 3, 4 or 6. The nursery provides funded early education for children aged two, three and four years.

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