



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 310348

DfES Number: 580718

INSPECTION DETAILS

Inspection Date 26/04/2004
Inspector Name Lynda, Margaret Ronan

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Tiny Feet Private Day Nursery
Setting Address 'Redcliffe'
26 Wycliffe Road, Urmston
Manchester
Lancashire
M41 5AH

REGISTERED PROVIDER DETAILS

Name Mrs Marie Tereasa Curran

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tiny Feet Private Day Nursery and Out of School Club opened in 1987. It operates from the ground floor of a substantial detached house, set in its own grounds, in a residential area of Urmston. There are two baby rooms and one room for 2-3 year olds on the ground floor of the main building. In a separate building to the rear of the house are a further room for 2-3 year olds and a room for 3-5 year olds (the bungalow). The out of school children use a room in the basement of the main house. Between the two buildings there is a secure outdoor play area with a safety surface. The nursery is close to three schools (served by the out of school club), shops, park, library, railway line and main transport links.

There are currently 55 children from 0 to 5 on roll in the nursery and 13 children from 4 to 10 in the out of school club. This includes six funded 3 year olds and two funded 4 year olds. The children attend a variety of sessions. The nursery supports children who have special needs. The nursery opens five days a week throughout the year and sessions are from 07:30 until 18:00. The out of school club is open from 07:30 to 09:00 and from 15:00 to 18:00 during school term time, and for one day per week during the holidays.

More than 75% of the staff team hold appropriate qualifications, the rest are receiving training. The manager holds a professional qualification. The registered provider and manager operate as supernumerary staff. Seven full time staff and ten part time staff work directly with the children in the nursery, and two full time staff work with the children in the out of school club.

How good is the Day Care?

Tiny Feet Private Day Nursery and Out of School Club provide satisfactory care for children, who are happy and secure as a result of being valued and respected by staff. Staff work well together to provide a welcoming and harmonious environment. Space is, generally, organised to meet the needs of children, however babies in one room do not have sufficient space to meet their needs. Resources are chosen with

care to be age and developmentally appropriate, however the organisation of resources means children are not able to independently revisit activities to consolidate what they have learnt. The documentation in nursery is largely current and is regularly reviewed: there is one omission. The nursery is not complying with one condition of registration.

Staff are aware of safety and frequently draw children's attention to potential dangers, for example a toddler playing with a tea set is reminded not to walk with a spoon in their mouth. Monitoring of precautions to minimise potential dangers, identified in risk assessments, is not consistent. Staff have a good understanding of hygiene procedures which are rigorously observed, they also encourage children to be aware of good nutrition and health and hygiene through daily routines and discussion. The needs of children with special needs are satisfactorily met: through assessment and working closely with parents and professional support staff.

Staff provide a good balance of adult led and child initiated activities, they pay good attention to children and appropriately support them to build self esteem and to achieve. Children behave very well throughout the nursery and out of school, supported by staffs' positive approach to behaviour management.

There is a regular and constant dialogue, verbal and written, with parents who value the service the nursery provides. Nursery actively encourages and supports parents to be involved in their child's learning.

What has improved since the last inspection?

At the last inspection Marie Curran agreed to develop a number of procedures to ensure the consistency of care delivered to children and to provide staff and parents with a shared understanding. She has developed and shared a child protection policy, a sick child policy and a lost child policy, she has yet to develop an uncollected child policy. She agreed to improve the safety of children by conducting and recording regular fire drills and training staff in safety procedures. Fire drills do now regularly take place and are recorded. Not all staff are aware of, or have practised the procedures. She agreed to improve protection for children by having a designated member of staff with additional specific training to be responsible for child protection and by ensuring parents/carers signed entries in the accident book. There is a designated member of staff: as yet they have not accessed a training course. All entries in the accident book are countersigned by parents/carers. She was requested to comply with the nursery's registration in respect to numbers of children attending. The overall number of children attending complies with registration, however the number of children aged under two attending nursery exceeds the registration requirements. She was asked to ensure children's privacy and dignity whilst using the toilets: barriers between each toilet have been erected to allow children a degree of privacy.

What is being done well?

- Children's behaviour is exemplary. Staff provide good role models and consistent boundaries and expectations for the children. Children receive

constant positive affirmation, through praise from staff, for example children in pre-school proudly announce they have stars for eating all their lunch, toddlers beam when staff thank them for being helpful in collecting toys and out of school children have learnt to be supportive of each other following the good role model set by staff, as a result children are confident and have high self esteem.

- The staff are kind and caring and have excellent knowledge of the children as individuals, they often offer cuddles and laugh with children.
- Partnership with parents is particularly effective and is promoted through parents' evenings, provision of baby books completed by parents and staff, shared progress sheets throughout nursery, inclusion of parents and staff in first aid training, newsletters and clear two way sharing of information to promote the best interest of the child.
- Children in the out of school are encouraged to contribute to planning activities and have the choice of playing indoors or outdoors.

What needs to be improved?

- the compliance with registered numbers
- the implementation of safety measures
- the provision to meet babies needs
- the procedures for uncollected children
- the opportunities for children in the nursery to consolidate learning.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
2	Ensure that the condition of registration, regarding numbers is complied with at all times.	30/06/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop a written procedure for uncollected children.
3	Provide opportunities for children to consolidate their learning.
4	Ensure babies have sufficient space to meet their needs.
6	Ensure actions identified in risk assessments are carried out: the assessment to include, an assessment of the roles and responsibilities of un-vetted staff, storage of confidential data, the use of communal terry towels, the storage of dangerous substances, the knowledge of staff regarding fire drills and safety of changing babies in the activity room.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The children at Tiny Feet Private Day Nursery are making generally good progress in all six areas of learning.

The quality of teaching is generally good. Most staff understand how three and four year olds learn, however discussion with staff, examination of planning documents and the assessment system reveal that staff are familiar with the early learning goals but lack understanding of the individual stepping stones. Staff have good relationships with children; adult-led activities are clearly introduced and staff question children well to ensure that they have understood aspects of new learning. Children are assessed, gaps are identified, but this information is not effectively used to inform the future planning. Staff roles and responsibilities are clear, and staff are deployed well to set out and facilitate a stimulating range of early learning experiences. Staff are calm and confident in their management of children; they have high expectations for children's behaviour and manners.

Relationships with parents are strong and staff are available on a daily basis to talk to parents about children's ongoing welfare and progress. Parents are given useful information about nursery routines and termly newsletters outlining topics, but they do not receive any information about the six areas of learning. Parents are welcome to look at children's work and assessment files, however due to the lack of information given to parents, they cannot contribute effectively to assessments of children's progress within the six areas of learning.

The leadership and management is generally good. The management and staff work well as a team to ensure that the setting runs smoothly. An appraisal system is in place, but it is not carried out consistently and staff's training and developmental needs are not effectively identified. Lack of training on the foundation stage which affects the monitoring of the delivery of the curriculum.

What is being done well?

- Children are confident, motivated and independent and they concentrate well on their chosen activities. They co-operate and negotiate well and relationships within the nursery are very good. Staff are effective role models and children's behaviour and manners are very good.
- Children listen attentively and communicate clearly. They use a widening range of vocabulary in response to stories, songs and topic work. Children develop good imaginary skills as they make effective use of the home corner to act out situations based on their own experiences. Children get plenty of opportunity to experiment with different media, to draw and paint to express themselves.
- Partnership with parents is effective. Staff have successfully established

positive relationships with parents with good two way communication strategies in place to keep parents well informed about the provision and their children's progress.

What needs to be improved?

- the staff's knowledge of the foundation stage, so that all of the stepping stones are covered in the planning
- the use of gaps identified through assessments of the children's progress to inform future planning
- the provision to parents of information about the foundation stage and how this is used to assess their children, so that parents can contribute/involve themselves toward this process
- the effectiveness of the appraisal system so that staff training and development needs are identified.

What has improved since the last inspection?

The nursery has made limited progress in addressing the five key issues raised at the last inspection. The nursery was asked to ensure that all staff are fully secure in their understanding of all the six areas of learning and introduce a staff appraisal system. Staff have had a lot of support and guidance from EYDCP in developing the pre-school curriculum, however after having discussion with staff and observation of the records it was identified that staff have good knowledge of early learning goals but not the stepping stones. Though an appraisal system has been implemented it is not consistent, and there are gaps in staff training and development. The second key issue was to devise and implement a method of cross-referencing planning to ensure that each criteria for all six areas of learning are regularly included, and that the programmes for the individual areas offer a balance of activities. The staff organise the room in six areas of learning and there is a good balance of activities for each area. The third key issue was to devise and implement assessment systems which monitor each child's progress towards each criteria within the six areas of learning. everyday activities. An assessment system is in place and focuses on the progress children are making in all the six areas of learning. The fourth key issue was to provide parents with more information about the educational content of the pre-school provision, and better opportunities to hear about and contribute to assessments of children's progress within the six areas of learning. There has been no progress made in this area and has been raised as a key issue.

The final key issue was to access, at the earliest opportunity, training for staff. Staff have not received any training in the foundation stage. This has again been raised as a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and secure, they quickly settle into the nursery and are familiar with the nursery routines. Children are well motivated and eager to learn; they make friends easily and concentrate well on their chosen activities. Children understand the difference between right and wrong; they know the rules and are very well behaved. Children share, take turns and play together harmoniously and take pride in their learning environment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and use a wide range of vocabulary to express themselves. They recognise their names and copy the upper and lower-case letters from name cards. The environment is rich in print and children know that it carries meaning and is read from left to right. They do not access mark making equipment freely as it is used only in the school room. Children enjoy stories, but do not access the books freely.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently use domino and lotto matching games, and use words such as 'full', 'empty', 'more' and 'less', 'heavy', and 'light', during sand play. They eagerly complete jigsaws by turning around the pieces, matching shapes and colours as they search for the position of best fit. Children learn simple addition and subtraction while they sing 'Five little speckled frogs'. Children rarely access construction area to develop their skills such as problem solving and grouping.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children build on their experiences from home as they learn about their local and wider environments e.g. they talk about where they live, family and holidays. They understand the family and their work roles and interpret this through role-play. They access tape recorder and ear-phones freely to listen to their favourite stories. Children do not freely access programmable toys or technological equipment to develop their understanding of how things work.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show good co-ordination as they climb and balance on the apparatus. Children have plenty of opportunities to run and pedal as they manoeuvre a range of wheeled toys with care, control and consideration. Children learn specific skills, such as kicking, throwing, rolling and catching as they freely access large equipment. Health and bodily awareness is talked about during project work only, however children do not recognise the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children express themselves creatively during art and craftwork; there are many examples of children's work on display and during the inspection children had plenty of time to explore the properties of paint and to develop their own ways of using colour and tone. Children are encouraged to communicate their own ideas and express their own feelings through artwork. Children do not get the opportunity to access musical instruments to explore and learn how sounds can be changed.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that staff have secure knowledge of the foundation stage, so that all of the stepping stones are covered in the planning
- ensure that gaps in the children's learning identified in assessments are used to inform planning
- provide parents with information about the foundation stage and how this is used to assess their children, so that parents can contribute/involve themselves toward this process
- improve the appraisal system so that staff training and development needs are consistently identified.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.