

Tiny Steps Day Nursery

Inspection report for early years provision

Unique reference number EY415956
Inspection date 14/02/2011
Inspector Tracy Bartholomew

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tiny Steps Day Nursery has been open since 2010. It operates from a detached house on Whiteway Road, in St. George, Bristol. Children have access to an enclosed outside play area. Provision for the youngest children is located on the ground floor. The nursery is registered with Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. The nursery currently opens from 7.30am to 6.30pm each weekday all year round, except for bank holidays. It is registered to provide care for a maximum of 46 children aged from birth to eight years old, at any one time. There are currently 20 children on roll. The nursery supports children who learn English as an additional language. The nursery employs five members of staff, four of whom work directly with the children; of these, three hold appropriate early years qualifications at level 3 and one at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Arrangements for safeguarding children are inadequate as staff lack secure understanding of the requirements of the Early Years Foundation Stage. As a result, policies and procedures are not acted upon consistently to ensure children's health, safety and well-being. The deployment of staff is not effective, which has a negative impact on children's learning and development, so they do not make appropriate progress. Staff begin to evaluate the provision but they fail to identify significant areas in need of improvement; consequently, their capacity to maintain improvement is weak.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that staffing arrangements are organised to ensure safety and to meet the needs of children, so that sufficient suitably qualified staff are always available to work directly with the children, as set out in Appendix 2 of the Statutory Framework for the Early Years Foundation Stage (Suitable people) 14/03/2011
- promote the good health of children and take necessary steps to prevent the spread of infection, 14/03/2011

- especially in relation to hand washing (Safeguarding and promoting children's welfare)
- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment) 14/03/2011
 - plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 14/03/2011
 - maintain a record of risk assessment that clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 14/03/2011

To improve the early years provision the registered person should:

- develop the key person approach and check that it is understood and implemented effectively by all staff, in order to better meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is poor which results in children's well-being, safety and health being put at risk. Staff are aware of child protection procedures and how to manage any concerns they have about the children. Risk assessments are not effective in protecting children from potential hazards. Senior management do not monitor the implementation of expected procedures, such as daily visual safety checks. This leaves children exposed to hazards, such as cleaning materials. At other times, staff highlight potential dangers, such as work tools, but senior management do nothing. The record of risk assessment does not contain all necessary information, which is a breach of requirements. . The deployment of staff is not sufficiently robust to safeguard the children. For example, qualified staff often leave the room so that unqualified staff are left in sole charge of children. . In addition, the key worker system is not effective or maintained, which prevents children from feeling safe and secure. Staff do not implement effective systems to prevent the spread of cross-infection. As a result of this weak practice, children's welfare is not safeguarded appropriately.

Self-evaluation is not sufficiently rigorous, as the strengths and weaknesses of the early years provision are not identified accurately. Systems in place to monitor and evaluate the nursery are not effective in leading to improvement in the outcomes for children.

Resources are limited in some areas and some staff lack the skills to use them effectively to promote children's learning and development. Although the nursery has a suitable number of qualified staff, they are not deployed effectively to meet the individual learning and development needs of the children. Similarly, staff do

not promote equality and diversity adequately. They work with parents so staff learn some words in the home languages of children learning English as an additional language, but the lack of an effective key worker system prevents this from being successful consistently.

The nursery is working towards taking appropriate steps to ensure sustainability. Relationships with professionals and parents are satisfactory. The staff understand the importance of working with other professionals and have suitable documentation and procedures to do so. Parents receive regular information about the and how their children have been during the day, through daily diaries and verbal feedback. Parents are welcomed and they are kept up to date about the nursery through newsletters, policies and procedures

The quality and standards of the early years provision and outcomes for children

Children's experiences at the nursery are inconsistent, due to ineffective staff deployment and implementation of the key worker system. This prevents children from feeling secure. Children have some opportunities within their day to engage in activities that reflect the requirements of the Early Years Foundation Stage framework and six areas of learning; however, the quality of these varies depending on the room the children are within. Not all rooms promote the six required areas each day, so children do not have a full range of experiences to support their learning. Children enjoy activities when structured and tailored to their interests; for example, when listening to the story of the 'Gruffalo' children are engrossed in it. Staff stimulate the children's sense of excitement at what happens next. They then mimic the story in role-play, which promotes children's imaginations well. However, this practice is not consistent and not all children are involved in purposeful play, which hampers progress. At times, when some children are left to themselves, they sit aimlessly.

Although the nursery operates a key person system, not all staff are aware of how to implement this, which reduces their ability to meet the needs of the children. Poor deployment of staff and lack of staff confidence, results in the learning and development opportunities being missed. Most children are encouraged to be considerate to the needs of others and to share resources. Older children can be heard reminding each other of the need to share and to say 'please' and 'thank you'. The nursery is developing records they use to plot children's development. These records have a variety of observations, including those of the parents, which allows children's stages of development to be tracked.

Children are provided with a balanced well-planned diet with their dietary requirements and preferences taken into consideration. Mealtimes are social occasions with the children eating together in the dining area. Children do not wash their hands prior to meal times, however, which poses a risk to their health. Most children have daily opportunities to undertake outdoor play. The outdoor areas are well resourced; however, the risks to children's health, safety and well-

being by far outweigh any of the benefits.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- the Registered Person must ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) 14/03/2011