

Tiny Steps Day Nursery

1a Kingsmead Road, BRISTOL, BS5 7RJ

Inspection date

Previous inspection date

29/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 show curiosity and interest in exploring a range of different media and everyday objects using their senses.
- Children learn new language, experimenting and using sounds and words to communicate.
- Children imitate and energetically improvise actions and sounds as they listen to and join in familiar songs and rhymes.
- The premises are safe and welcoming and resources are accessible to encourage children's independent play.

It is not yet good because

- There is no written record of complaints detailing previous complaints and/or concerns and their outcome as required.
- The management's induction systems do not help staff fully understand safeguarding processes and issues.
- The key person role is not fully embedded into practice to help children establish secure emotional attachments.
- Staff do not consistently identify children's next steps to help them plan meaningful activities to support 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the garden, inside and during lunchtime.
- The inspector spoke with staff, management and a parent during the inspection.
- The inspector examined documentation including a representative sample of children's records, learning journals, policies and staff records.

Inspector

Jenny Read

Full Report

Information about the setting

Tiny Steps Day Nursery registered the baby unit in its own self-contained converted house in 2012. It is a privately owned nursery situated in Bristol and provides care for children aged from birth to two years. Children attend from the local and surrounding areas. The baby unit runs parallel and in conjunction with Tiny Steps Day Nursery, which is nearby, where children transfer to when they are aged approximately two-years-old. Children are cared for over two floors with access to the first floor by stairs only. There are two main play rooms, an entrance area and kitchen facilities on the ground floor, and a sleep room, movement room and bathroom facilities on the first floor. There are two outside areas with soft play surfaces to the front and rear of the property.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children attend on a full or part-time basis. The nursery is open each weekday from 8am until 6pm, all year round. The nursery employs a manager to oversee the running of the nursery who holds a qualification in early years at level 4 and is currently working towards a foundation degree in early years. The deputy holds a qualification at level 3 and the room leader holds a foundation degree in early years. In addition, two staff members hold suitable qualifications at level 2 and are currently working towards a level 3.

What the setting needs to do to improve further

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

- ensure a written record of any complaints, and their outcome is in place and made available to Ofsted on request
- improve induction training to help all staff understand their roles and responsibilities and have an up to date knowledge of safeguarding issues

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

- strengthen the key person role to tailor children's individual care to their needs to help them build secure emotional attachments
- increase consistency and clarity in identifying children's next steps across the prime areas of learning to help inform future planning and children's learning.

Inspection judgements

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

Children make steady progress in their personal, social and emotional, communication and language and physical development. They use their skills and knowledge of how the youngest children learn and support those with special educational needs and/or English as an additional language generally well. Some staff confidently use a range of basic hand signs to support interaction, which the children are starting to copy to extend their methods of communication. Children enjoy daily song time as they eagerly sit on the mat or staff member's lap. They smile in recognition of a familiar song or rhyme and demonstrate listening by trying to join in the actions and repeating occasional key words. Staff use talk to describe what the children are doing, providing commentary as the children build with blocks. Children sit contently with staff sharing books that interest them, such as those with tractors and cars. This helps children become familiar with repeated sounds and words to encourage their language acquisition.

Most children feel confident to explore the different toys and messy play activities when the presence of a familiar adult is close by so they can regularly check in. Children, who are less secure or unsettled, have regular cuddles to help calm them and slowly build security and attachments. However, implementation of the key person is not robust and a buddy system is not in place to help children feel secure and supported when their key person is absent. Children show interest in the activities of their friends and are beginning to establish early relationships. They smile, babble and use different facial expressions as they try to communicate with their friend in the tent. Children benefit from a suitable balance of free play and whole group play, such as music time, throughout the day. This provides children with different learning experiences and opportunities to start working alongside or with their friends. Children enjoy large physical play in the different gardens, exploring the hanging metal pots and pans, negotiating the ramp and using the little slide and ride on toys. They have fun chasing the bubbles and explore how to use the hoops in the upstairs movement room, turning themselves round and round. Children are developing key skills in learning to use cutlery at lunchtimes to feed themselves. This helps children begin to develop their self-care skills to help prepare them for their eventual move to the next age group.

Senior staff show understanding of their new planning and assessment methods and the seven areas of learning. However, knowledge is not consistent throughout the team. Planning shows an interesting range of activities and experiences across all seven areas of learning that engage children's curiosity and interest. For example, they have fun with the mashed potato and shaving foam. They happily explore the texture; squeezing, prodding and laughing as they clap their hands and see the mixture squirting and splashing around them. Suitable prominence is given to the three prime areas of learning to help underpin children's learning. This enables children to gain many of the skills necessary to help them move on to the next stage in their learning. Staff assess children's achievements and learning sufficiently using regular short observations and a long observation each month. Using information gained through the long observation, staff identify new targets. However, these are not consistent and do not clearly identify what it is they want the child

to learn. Tracking of children's next steps to ensure they cover all areas of learning and show a balanced assessment of learning is not robust. Nevertheless, monthly team planning meetings enable staff to talk about their children's next steps and plan suitable activities that begin to challenge their experiences and learning appropriately.

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

Children are content and seek cuddles and comfort from familiar staff, helping them to feel secure. Children are assigned a key person when they first start and key group information is clearly displayed for parents to check at any time. Staff liaise closely with parents to tailor settling-in arrangements and find out useful details about their children's individual needs. This helps children to become familiar with the setting and establish sound relationships with their key person. However, daily routines, such as nappy changing occur at set times and are carried out on a weekly staff rota system. This means children have a different staff member managing their personal care each day, limiting the children from establishing strong emotional attachments with their key person. Children are well supported in their transitions to the next age group. Regular visits are agreed with parents and timescales tailored to each child's needs, so children can feel safe and confident. Staff are positive role models helping to support children's play and manage their behaviour appropriately. Most staff provide a secure presence for children who are anxious, tired or frustrated, reassuring them and providing clear, consistent boundaries. Frequent praise and encouragement for helping to tidy away their toys, eating nicely during mealtimes or to recognise achievements promotes children's self-esteem. This helps children to feel special and encourages them to eat more of their lunch.

Children benefit from a healthy, wholesome diet based on a four-weekly menu plan devised by the catering company supplying the meals each day. This includes food from around the world, helping introduce children to new food experiences. Staff implement robust hygiene practices to promote children's health. They wear aprons, gloves and hats when serving children's food and change their aprons and gloves for each child when changing nappies. Children adopt healthy habits and begin to understand hand-washing routines because staff supervise them closely. Children copy staff at the small, low-level sink as they model how to rub their hands three times and attempt to dry them with the paper towels. This helps the children begin to develop independence in managing their self-care in readiness for moving to toddlers. Staff sit with the children at mealtimes, talking to them about what they are eating and reinforcing acceptable behaviour and rules for eating safely. As a result, some older children in the baby unit recognise that their food is hot and understand the need to blow it to help cool it down. Children learn to play safely outside, learning to negotiate the ramp in the back garden and various toys and play materials in the front garden when moving around. Children benefit from a range of stimulating play areas inside that are welcoming and inviting to encourage learning. Comfortable cushions and low-level tables, chairs and storage units encourage children to access resources independently.

The effectiveness of the leadership and management of the early years

provision

Management and staff place strong emphasis on ensuring that the premises are secure and safety measures are in place to protect children. Staff understand the need to provide safe play environments for children by carrying out daily safety checks of all play areas. This minimises risks to children's safety, so that they can play freely. Clear policies and procedures are readily accessible in the unit for staff and parents to observe at any time. Knowledge of child protection issues and procedures is not consistent throughout the team because it does not form part of the induction process for new staff. However, senior staff closely supervise and understand safeguarding requirements securely. This ensures appropriate action is taken with any child welfare concerns, reducing risks to children's safety and well-being. The owner works well with the manager using robust procedures to appoint staff who are suitable to work with children. Recent implementation of appraisals, devising a new supervision format and introducing monthly team meetings, now provide management with appropriate methods to monitor staff performance.

Satisfactory attention to staff development and an expectation that staff both attend courses regularly and gain additional qualifications is helping practitioners begin to improve their knowledge, understanding and practice. The manager and room leader provide a positive model for professional development by studying for, or already achieving a degree. As a result, the owner and staff are very keen to attend training and are currently working towards a level 3 qualification. Management deploy staff adequately to ensure children's needs are met and call upon staff from the other nursery to help cover staff breaks. This creates a cohesive team who work well together to provide a friendly, comfortable environment for children. Most records and documentation are in place to promote children's welfare. Staff maintain accurate attendance registers to show clearly children's, staff's and visitors' times of arrival and departure. This enables management to monitor ratios and know who is present at any one time in the event of a fire or safeguarding issue. As a result, staffing levels are suitable to ensure children's safety. However, there is a breach of a safeguarding and welfare requirement of the Early Years Foundation Stage, though the impact on children is small. A written record of the complaints and concerns received and their outcome is not in place or available to Ofsted as required. This is also a breach of a requirement of the Childcare Register.

Parents express appreciation of the staff's work, finding everyone approachable and friendly. They receive a good range of useful information about the baby unit, before their child starts, within the parents' prospectus. This includes a synopsis of key policies and procedures and good information about the Early Years Foundation Stage. Staff work closely with parents to help them settle children and agree transition arrangements to the nursery next door. This encourages everyone to take a consistent approach in nurturing children's emotional well-being. Most parents receive up-to-date information about their children's on-going progress by taking their children's learning journals home regularly. The new manager is reflective and starting to work more closely with the enthusiastic owners to begin to identify strengths and some areas for improvement. Methods of self-evaluation are in their infancy and although not fully inclusive of staff and parents, some actions plans are evolving. Recent developments to the nursery's front garden and changes to the internal layout have increased children's access to resources and provided

more play opportunities outside. Monthly team planning meetings provide regular opportunities for senior staff to monitor planning, so children enjoy a balanced curriculum that helps them progress. Steps to monitor staff's assessments to ensure they are consistent, precise and accurately reflect children's skills are in their early stages.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure a written record of complaints is in place and kept for a period of two years and ensure a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a response, is made available to Ofsted, on request.

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 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	EY453355
Local authority	Bristol City
Inspection number	888087
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 2
Total number of places	20
Number of children on roll	20
Name of provider	Jeremy Nigel Hieron
Date of previous inspection	not applicable
Telephone number	07952021621

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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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