

# Tiny Steps Day Nursery

157-159 Whiteway Road, St. George, Bristol, BS5 7RW

<b>Inspection date</b>	29/05/2013
Previous inspection date	16/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Good questioning and interaction and effective use of signing and pictorial clue cards fosters children's communication and language skills effectively.
- Strong emphasis on promoting children's independence in managing their own safety raises their awareness of potential dangers and hazards well.
- Children investigate a range of different media and materials creatively in the sensory room and during art and craft activities to help inspire their curiosity and learning.

### It is not yet good because

- There is no written record of complaints detailing previous complaints and/or concerns and their outcome as required.
- Up-to-date training in safeguarding has been inconsistent across the staff team.
- The planning is less effective in identifying activities and experiences across all areas of learning to provide a well balanced curriculum outside.

## 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 toddlers and preschool, and outside.
- The inspector undertook a joint observation with the manager of an activity and transitions at snack time.
- The inspector took account of the views of the staff and parents and had discussions with the owner and manager throughout the inspection.
- The inspector examined documentation including a representative sample of children's learning journals, attendance records, policies and staff records.

## Inspector

Jenny Read

## **Full Report**

### **Information about the setting**

Tiny Steps Day Nursery registered in 2010. It is a privately owned nursery situated in Bristol and provides care for children aged from two years to five years old. Children attend from the local and surrounding areas. The nursery operates from a detached house and runs parallel and in conjunction with Tiny Steps Day Nursery's baby unit, which is nearby. Children transfer from the baby unit when they are aged approximately two-years-old. The nursery is split into two self-contained units each with their own entrances and toilet facilities. The toddler unit is on the first floor only accessible by stairs. There are two open-plan playrooms, a kitchen, sensory/sleep room and cloakroom. The pre-school room on the ground floor has three interlinked playrooms, a sensory room and kitchen. Patio doors lead out to a raised, covered outdoor play area that has a ramp leading to the rest of the garden. Children share access to the garden.

The nursery is registered with Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 80 children on roll attending on a full and part-time basis. The nursery is open each weekday from 8am until 6pm, all year round. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 10 staff. A manager oversees the running of the nursery and holds a qualification in early years at level 4. The nursery employs 10 staff, including the manager. Of these, six staff hold qualifications at level 3, two staff at level 2 and two staff, including the owner, are currently working towards a qualification at level 3. The manager and one staff member are currently working towards a foundation degree in early years.

### **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
- train all staff to understand the safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues

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

- extend the planning to shape activities and children's interests and experiences outside across all areas of learning
- review whole group story time in toddlers so that stories are suitable and tailored to children's stage of development to ignite their engagement and enthusiasm for learning.

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

Staff have a sound knowledge and understanding of the learning and development requirements and implementation of new planning methods is generally developing well. They plan together as a team, deciding what the whole group learning intentions will be each week. Staff use this information to plan fun, interesting activities inside that encourage learning steadily across all areas of learning. However, children do not make the best use of the outdoor space because planning for outdoor learning across the seven areas of learning in this area is inconsistent. This means children who learn better outside do not experience a balanced curriculum. Assessment methods are routinely carried out using a suitable mix of short observations and one long observation every six weeks. The key focus of the long observation is to identify what learning is taking place, skills achieved, how effectively children learn and how staff can support children's progress. Staff use this information generally well to inform planning and to include parents during termly progress meetings. However, methods for tracking that children's next steps are balanced across all areas of learning are inconsistent, meaning that staff do not always identify gaps in children's learning efficiently. Every week staff identify one or two children from each key group to plan activities that meet their next steps. This ensures some activities are tailored to children's individual learning needs every few weeks to help them build on what they already know and can do. Staff evaluate and summarise children's progress across the three prime areas of learning specifically when the children reach two years old. They share a summary of children's progress with parents, including parental contributions, most of the time. Many parents routinely take their children's learning

journal home. This includes photographs, examples of their work and their child's monthly long observation, which identifies next steps most of the time. This provides parents with suitable, up-to-date information so they can support their child's learning at home.

The pre-school sensory room is inviting and very well resourced, providing a tranquil and calming place that stimulates children's senses and experiences. Development of the sensory room in the toddler room is ongoing and utilised well to provide different learning experiences for children. Staff's secure knowledge of how young children learn means they plan a wide range of play experiences that encourage children to explore, investigate and experiment using their senses. The toddlers scream with delight as they enthusiastically explore the paint, using rollers to make marks and investigate its' texture on their hands, arms and face. Staff miss some learning opportunities, however, such as naming colours and how they change when mixed. Despite this, staff are flexible and encourage children's play ideas, supporting their curiosity as they repeatedly observe themselves in the mirror. During free play, pre-school children readily make decisions about their play, selecting different media and tools and developing their play independently. They explore covering their paper in paint, repeatedly experimenting by making lines, shapes and different patterns with their fingers. They respond to staff's ideas to write their name, cleverly reinforcing children's writing skills.

Children are beginning to learn and respect their own and other cultures through a suitable range of activities and experiences. This helps children to feel special and included. Staff invite parents to bring in some artefacts, different foods and key words in their home language. This is beginning to encourage children to talk positively about their culture and enables them to use their home languages in the 'hello' song each morning. The younger children and those with speech and language issues and/or English as an additional language are well supported in their communication and language acquisition. Staff in the toddler room make regular use of signing, pictorial clue cards and visual timetables, depicting activities and daily routines. This helps to nurture children's language, their understanding of spoken words and their inclusion and engagement in activities and routines. However, organisation and planning for some group activities, such as whole group story time in toddlers, is not effective in engaging all children in the story. As a result, a number of children are restless, lose interest, play with other things or wander off. This hinders children from developing their listening skills, language and concentration further. Staff interact well with preschool children during play and use questioning purposefully to introduce new words and encourage children to make links. As a result, more able children are very confident to introduce a storyline and narrative into their role play. They show great enthusiasm and imagination as they devise a birthday party, fully engaged as they describe the cake, food, disco and awards for the best dancing.

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

The key person system which means each child has an allocated adult is well established in supporting children's emotional wellbeing and individual needs. This helps children to form positive, friendly attachments with a familiar staff member. Staff work directly with

parents to help settle children and tailor transitions and timescales, when moving groups, carefully to each child's needs. This helps children to feel safe and supported and become familiar with staff, routines and expectations. The child's previous key person completes a summary of progress detailing children's achievements across the seven areas of learning and some next steps. This provides staff with a clear base-line assessment of their key child's individual needs to help them tailor support and planning straight away. Parents in the toddler room bring in photographs from home of their child's family, which staff encourage children to share and talk about with their friends. This helps the children to feel safe and special. Plans to take photographs of most children's schools and concentrating on improving children's self-care skills and ability to write their name helps prepare children for school generally well. Children are happy, polite and behave well. Older children show that they feel safe in the nursery by confidently sharing concerns or injustices with staff. Staff apply consistent strategies to manage behaviour. They provide useful support to help younger children and those with special educational needs or English as an additional language to share and take turns with their friends. This encourages children to play co-operatively with their friends and build solid relationships. As a result, some children establish close relationships. They are very excited to see their friends and play happily together, laughing and having fun.

Staff place strong emphasis on helping children learn to understand about risks from an early age. This helps children learn about safe play and practices, enabling them to become more independent in keeping themselves safe. Pre-school children confidently describe the fire procedure, step-by-step, because they regularly practise and discuss the escape plan with staff. Through regular practice during the day and close staff supervision, the toddlers learn how to use the stairs safely. Confident and more able toddlers sensibly use the banisters, while others choose to carefully go down backwards. This encourages the toddlers to learn to take some risks independently with the knowledge that staff are close and on hand to keep them safe. Staff model healthy habits, including wearing aprons, gloves and hats when serving children's food and offer sensitive reminders about hand washing. A healthy, nutritious diet, including food from around the world, is based on a four-weekly menu plan that the catering company supplying the meals each day, devises. Occasional activities and pictures displayed of the snacks they eat, is starting to encourage discussion about different types of food and how it can help children grow. Although the garden area is still in development, it is inviting, with different levels and surfaces to encourage children's active play. As a result, children have great fun running up and down the ramp, chasing water and making generally good use of large play equipment.

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

This inspection was brought forward following concerns relating to equal opportunities, ratios, accident records, behaviour management, supervision, risk assessment and records. An Ofsted Regulatory Inspector visited in March 2013. This highlighted a breach of requirement relating to records and an action was set asking the provider to maintain a daily record of the names of the children being cared for on the premises, their hours of

attendance and the names of each child's key person.

The owners, manager and staff team have a generally good understanding of the welfare and learning and development requirements. They work hard to provide an inclusive, safe and well supervised environment for the children. Children's behaviour is managed appropriately and in line with policy documents, overseen by managers. Play areas are comfortable, bright and welcoming, with easy access to resources to encourage children's independent learning. Room leaders carry out daily safety checks and discuss any issues with staff. This heightens staffs' awareness and enables them to implement appropriate safety measures to keep children safe. For example, the nursery has robust systems in place to monitor the arrival and collection of children and a clear register in place that also shows the adults present. This enables management to monitor ratios and know who is present at any one time in the event of a fire or safeguarding issue. It reflects that staffing levels are suitable to ensure children's safety. Staff demonstrate a generally clear understanding of safeguarding and child protection procedures and know what to do if they have concerns about a child in their care but there has been little training in this area to ensure consistent staff practice. This is a breach of requirement. Records and documentation, including accident records, are in place to promote children's welfare, however there is no clear system in place to record complaints and their outcome. While the impact on children is minimal, this is a breach of requirement. This also relates to the older children who may be attending.

Friendly partnerships with parents, helps staff to settle their key children and gain useful information about their individual needs. The parents' prospectus and various notice boards in each unit, provide parents with good information about the nursery. This includes a synopsis of key policies and procedures and details about the Early Years Foundation Stage. Parents praise the indoor and outdoor facilities and value the useful information they receive about their child's day on collection. This gives parents a good understanding about their child's needs to help guide their care and interaction at home. Staff work closely with parents and other professionals involved with the children, such as working together on key speech and language tasks. This promotes consistency and progression for children and helps to close any gaps in their learning.

Self-evaluation is still in its infancy and managers are starting to work more closely to update the Bristol Standards quality assurance programme, review occasional parent questionnaires and begin Ofsted's self-evaluation. This currently provides management with adequate feedback about the quality of provision, enabling them to identify strengths and some key areas for improvement. This includes developing the transitions between play and daily routines, so they are better organised and flow more smoothly. The manager has devised new six-weekly supervision meetings to further improve the coaching, mentoring and monitoring of staff performance. Although, she is yet to implement this to help raise quality standards further, staff have good access to training with some undertaking additional qualifications. Recent improvements to the garden, such as creating raised planters and a wooden structure with material and logs for seating, now provide children with different learning experiences. However, planning for children's outdoor play and learning is not consistent and does not have significant depth and challenge. This means children do not make the most of the outdoor spaces to further enhance their learning. Nevertheless, staff monitor their key children's progress generally

well, identifying any gaps and how these can be overcome appropriately. As a result, children make sound progress in their learning and development.

### **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 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

<b>Unique reference number</b>	EY415956
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	917323
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Jeremy Nigel Hieron
<b>Date of previous inspection</b>	16/01/2012
<b>Telephone number</b>	01179606461

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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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