



Little Angels Nursery School

Inspection report for early years provision

Unique Reference Number	144694
Inspection date	14 March 2006
Inspector	Lisa-Marie Jones / John Edwin Warren
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Registered person	Christine Olaitan Shoruna
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Little Angels Nursery School opened in July 2000. It provides full-day care for up to 68 children aged between 3 months and 5 years. The nursery is open 5 days a week all year round, except for 2 weeks in the summer and one week at Christmas and Easter, bank holidays and 3 staff training days per year. Opening times are from 08.00 until 18.00.

It operates from purpose-built premises on the ground floor of a small block of

residential flats situated in the London Borough of Brixton. Children are cared for in 3 rooms, according to their ages. There is a fully enclosed garden for outdoor play and kitchen facilities are on site.

The nursery currently has children 73 on roll. There are 15 children aged 3 and 4 years who have funded places and they support children who speak English as an additional language. There are currently 16 staff employed to look after the children and 2 cooks. There are 15 staff who have a relevant childcare qualification at a level of National Vocational Qualification (NVQ) 2 or 3, one member of staff is a qualified teacher and another is a Montessori trained teacher. The registered provider also has a teaching qualification as well as qualifications in childcare. One member of staff is undertaking a childcare qualification. The nursery has support and mentoring from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff take positive steps to promote the good health of children. The children are cared for in a warm and clean environment where they learn the importance of good hygiene and personal care. Children have a clear understanding of why they must wash their hands after messy play and after using the toilet, to reduce the risk of cross-contamination. Staff ensure that they follow written health and hygiene procedures; however, they do not always follow written procedures when a child becomes unwell and needs to be monitored or excluded. Children's individual sleeping patterns are not always met. Staff are first aid trained, should a child require first aid treatment and all documentation for the recording of accidents and medicines are in place and clearly recorded.

Children understand the benefits of a healthy lifestyle. They are able to help themselves to drinking water and fresh fruits during snack time. All staff take account of the wishes of parents and the dietary needs of the children. Two nutritious cooked meals a day are currently provided and children can also have breakfast. Planned activities teach the children about the importance of developing a healthy lifestyle and the impact it has on their bodies.

Children have good opportunities to enjoy a range of physical activities which contribute to their good health. During the warmer weather a free flow play system is in full effect and it allows children to spontaneously choose to play outside. Children have access to a good range of resources to help develop control of their bodies including balls and bikes. Children can use a range of tools and materials that help them develop co-ordination, for example, catching and throwing balls and through the use of climbing frames and slides. Children's fine motor skills are developed through activities such as construction and threading, and the use of tools such as paintbrushes and pens. Children demonstrate a good sense of space and move confidently around the nursery.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe, secure and suitable for their purpose. Children are cared for in a safe environment and are kept safe on outings as positive steps are taken to promote safety and proper precautions are taken to prevent accidents for example staff follow effective risk assessments. Children learn how to keep themselves safe both inside and outside of the nursery through reinforcement by staff and topics covered such as road safety awareness.

Children have access to a wide range of appropriate resources and equipment that are well maintained and conform to safety standards, but they are not organised well to create an accessible and stimulating environment. Staff monitor and supervise children's choice of toys to make sure they are safe and appropriate for their age and stage of development.

Local child protection procedures approved by the Area Child Protection Committee are complied with. Effective procedures and documents are followed for the collection of children and staff have a good understanding of keeping children safe. Children are highly supervised at all times by an ample number of staff who have all undergone relevant vetting procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well at the nursery and appear to be happy. They enter confidently and make themselves at home. They relate well to each other and socialise and make friends with other children and behaviour is generally good. Their welfare is promoted as staff plan a range of activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities using the Birth to three matters framework. Planned activities are not evaluated to ensure that they are challenging for the children, therefore children's individual needs are not always met. Staff are sometimes too involved in the routine of the day to enable them to concentrate on the children's achievements and development. When they do engage with the children they are enthusiastic and get involved in the children's play. Planning does not highlight the children's individual needs and assessments and observations are not used to aid planning to do this. Organisation of resources and deployment of staff does not allow the children to make choices and promote their independence especially during creative activities, these tend to be adult-led and do not allow children to use their imagination. Children listen and respond well to rhymes, stories and songs. Settling-in procedures are good for all children and really take in to account the children's and parents individual needs.

Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals with the support of staff who have a satisfactory understanding of the Foundation Stage and of how children develop and learn. They

plan a range of activities based on real life situations that help children progress in all areas of learning, however planning lacks challenge, and resources are not always organised appropriately so children can access independently. Activities are not always evaluated so that children can develop their learning fully. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an enthusiastic manner, although they do tend to take the lead rather than allow the child to do things for themselves. Children's assessments are not up-to-date and the next steps of learning are not used to aid planning for their individual needs.

Children develop good relationships with adults and other children. They learn to co-operate and work well together by playing games and taking turns. Children are beginning to understand differences in their lives to others around them. They look at festivals and countries during topic work and they talk happily about their home life and family. Children listen and concentrate during adult-led activities. Children are independent in attending to their personal needs such as dressing and undressing, visiting the toilet and washing hands.

Children speak very confidently to peers and adults. They talk openly during activities about themselves and their families. They express their ideas and experiences well using good vocabulary. Children do progress with their writing skills and some are able to form letters and write their names, however there are limited opportunities to practise their writing skills for example during role-play. Children are exposed to linking letters sounds but not on a regular basis. More able children have progressed with their reading skills to read simple text and stories. Children enjoy listening to stories and can recall simple familiar story lines.

Children count confidently and recognise numbers that are important to them. Resources are not organised so that they can choose number activities during free play. Children are beginning to understand the concept of simple addition and subtraction through practical activities and songs, and they can say what is one more or one less and attempt to add two groups of objects. Children's understanding of space, shape and measure is developing well. They recognise the properties of simple shapes and are able to follow simple patterns with beads. Children learn how to use numbers in everyday situations and show that they understand size through practical activities that are led by adults such as cooking

Children investigate using their senses. They discuss similarities and differences using natural objects such as leaves and use equipment such as magnifying glasses and bug boxes to investigate. Children have opportunities to use information and communication technology by using a computer but again this is done under direction from adults. There is access to programmable toys and equipment and some opportunities to question why and how things work. Children are beginning to understand past and present, they discuss people, places and events in their own lives, for example, birthdays. Children learn about different cultures and beliefs through topic work such as exploring other countries and religious festivals.

Children use their senses to explore and describe experiences such as tasting and smelling food, listening to music and feeling a range of textures including manufactured and natural. They enjoy music and have opportunities to play musical instruments and experiment with sound independently. Children use their imagination

in a variety of role-play situations. The organisation of craft activities does not give the children opportunities to express themselves imaginatively. Children have access to sand, water, play dough, cooking, paint, and make collages with recycled materials.

Helping children make a positive contribution

The provision is satisfactory.

Children have limited access to a meaningful range of activities and resources to promote a positive view of the wider world and increase their awareness of diversity and their understanding of others. However children do talk about celebrations across the world, which are facilitated by visits to the local community and visitors to the nursery. The provision fosters children's spiritual, moral, social and cultural development.

Children of all abilities are given fully inclusive care by staff encouraging children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential. There are good systems in place to support children who have identified special needs. Close liaison with parents and outside agencies ensures all children's needs are met.

Children are not always helped to understand responsible behaviour, but behaviour is generally good throughout the nursery. Staff attempt to reinforce consistent and appropriate strategies, according to the age and stage of development, to help children understand right from wrong. Children are treated with respect and are given praise and encouragement to promote their self-esteem.

Children are cared for by staff who work closely with parents to meet their needs. Parents receive good information about the Foundation Stage and the Birth to three matters framework and how children learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home, they are encouraged to spend time with their children during the nursery day, for instance to assist on trips or to promote cultural awareness. Parents contribute to their child's assessment at parents' meetings. Close links with other professionals involved in the children's care ensures that there is consistent care for the whole family. Parents state that they are more than satisfied with the service provided by the nursery and that communication is good. Partnerships with parents is good.

Organisation

The organisation is satisfactory.

Children feel at home and at ease in the environment and they are confident to initiate their own play and learning. Staff effectively use policies and procedures to promote the welfare, care and learning of children. Parents are kept well informed about the service and their child's activities and progress. This contributes to

continuity in the children's care. Children are cared for by suitably qualified and experienced staff who have an understanding of child development. Suitable recruitment procedures are in place to ensure staff are vetted appropriately.

Leadership and management of the nursery education is satisfactory. There is some commitment to develop and improve the provision, but effective use is not made from outside support from the Local Authority. Management play an active daily role in the nursery to give support and advice, but the systems to monitor and evaluate the curriculum and care that is on offer, in order to identify strengths and promptly address areas for improvement, are not effective.

The required records, policies and procedures which contribute to children's health, safety and welfare are all in place. Policies and procedures work effectively in practice, as staff are kept up-to-date through meetings and supervision sessions. Overall, the setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

Since the last childcare inspection improvement has been made to written policies, procedures and record keeping. Accurate records of significant issues are now kept and are shared with parents, this ensures that parents are kept informed of their child's wellbeing and development. Staff now have a full understanding of the lost or uncollected child policy and they adhere to written child protection policies and procedures, therefore children are kept safe. A complaints log is now in place and parents are provided with sufficient information if they have concerns about the service that is provided. Effective procedures are in place to inform Ofsted of any significant events, therefore ensuring that National Standards are met. Parents have now completed consent forms to seek emergency medical aid or treatment should a child require such treatment, therefore ensuring that their medical needs are fully met.

Ventilation is now good throughout the nursery ensuring children's health is maintained. Improvements still need to be made to arrangements for children's rest to ensure that children's individual sleep needs are met and that resources are organised well to promote children's development.

Since the last education inspection improvement has been made to promote children's understanding of health and body awareness. Topics are planned to teach the children about the importance of a healthy lifestyle and the impact it has on their growing bodies.

Complaints since the last inspection

There have been a number of complaints made to Ofsted since the last inspection.

Concerns were raised on 16 July 2004 in relation to National standard 13. Other agencies investigated and no evidence was found that the National Standards had been breached.

The provider remains qualified for registration.

Concerns were raised on 09 October 2004 in relation to National Standard 13. Ofsted Inspectors made an unannounced visit and a meeting was held with the provider. No evidence was found that the National Standards had been breached.

The provider remains qualified for registration.

Concerns were raised on 26 October 2005 in relation to National Standards 7 and 12. An unannounced visit took place and 3 Actions were set under National Standards 12 and 14. Evidence supplied satisfied Ofsted that the National Standards continue to be met.

The provider remains qualified for registration.

Concerns were raised on 23 January 2006 in relation to National Standards 1 and 11.

Ofsted asked the provider to investigate the specific concerns. Evidence supplied satisfied Ofsted that the National Standards continue to be met.

The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase the range of resources that promote diversity and cultural awareness
- ensure that staff follow written procedures should a child become unwell
- review arrangements for children's rest, ensuring that individual sleep needs are met

- implement an effective system to monitor and evaluate the education and care that is on offer (also applies to education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- organise resources to ensure that all children have access to a stimulating environment that promotes their independence (also applies to care)
- use children's assessments to inform planning of children's individual needs (this also applies to the care)
- improve the planning and evaluation of activities to ensure that children make good progress in their education and development (also applies to care)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk