



# Little Angels Pre-Prep School and Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY286121
<b>Inspection date</b>	02 May 2006
<b>Inspector</b>	Asia Islam
<b>Setting Address</b>	70 Bredgar Road, London, N19 5BF
<b>Telephone number</b>	020 7281 3514
<b>E-mail</b>	
<b>Registered person</b>	Little Angels Day Nursery and Pre-School Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Angel pre-prep school and day nursery registered in September 2004. It is one of two nurseries, which are privately owned and run by co-partners. The group operates from a converted church building, situated in the Archway area of the London borough of Islington. Children have access to three play rooms with attached outside play areas, a sleep room, a central toilet and changing facilities. The group opens 49 weeks in a year from 08.00 to 18.30.

The group is registered for a maximum of 65 children under five years. There are currently 66 children aged under five years on roll and of these, 10 children are receiving the nursery education funds. The group also has children with English as additional language in attendance. Children attend at various times.

There are 23 staff members, excluding manager/co-owners, of whom there is an assistant manager NVQ4, a teacher with a PGCE qualification, and a Room Supervisor with a BA Honours in childhood studies. All other early years staff holds qualifications with the exception of two who have childcare work experience. The group is aware of the support services available from the Local Authority Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a very clean and nurturing environment. They are learning about hygiene practice within the daily routines as staff encourage them to wash hands at the appropriate times. Their understanding of the procedure for hand washing is further supported by a pictorial display but explanation about the importance of hygiene is not always offered. Their self-help skills during hand washing is not always explored as staff readily support them. Babies personal care needs, such as nappy changing is very effectively met. Their cups and bottles are sterilised to prevent any spread of infection.

Children benefit from staff's secure understanding about the procedures to follow in the event of any accident, illness and any administration of medication. An appropriate number of staff hold a valid first aid certificate and the first aid box is well stocked. Written parental consent to seek any emergency medical advice and treatment is in place.

Children develop healthy eating habits because they have a choice of fruits and vegetables for their meals. They benefit from a range of good quality and fresh cooked food that is nutritious and balanced. Children's lunches include chicken and vegetable curry with rice, and tropical fruit salad for their afters. Babies have puree courgettes and potatoes. Children's individual dietary needs and preferences are met as agreed with their parents. Drinking water is easily accessible throughout the day to support children's self-help skills. Their independence and relationship building is not always promoted during lunch times as they are not always involved in setting up the tables and the food is ready served on plates from the kitchen. All children sit and eat together at lunch time, which means it is a little crowded. Discussion about healthy eating is not always held within the everyday routine to help children's understanding.

Outdoor physical play is integrated very well within children's daily routine and all rooms have an attached enclosed outside play area. Children eagerly participate in outdoor activities and confidently climb, jump, ride bikes, push buggies and kick balls. Less energetic activities such as painting and name recognition on an easel, pretend fruits and mathematical games are also set outside for the children to choose from.

Babies need for physical play are met with the routines of the day and ensures their excellent physical growth.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children benefit from an environment that is very bright and welcoming. Play areas are decorated to a very high standard with child-orientated posters, murals, displays of children's photographs and artwork. Excellent safety measures are in place to reduce risks to children, such as high level handles on doors to prevent any unsupervised exits of children. Some parts of the outside play area has soft ground surface to help protect children from any serious injury. All persons entering the nursery are monitored by staff and only permitted persons are allowed to collect children from the group. Excellent supervision to and from the toilet and nappy changing area ensures children's safety. Fire evacuation plans are regularly practised with the children to support their understanding of the procedures to follow in the event of any fire. Children learn about road safety through role play, such as a school cross patrol person. Regular risk assessments are carried out to ensure the excellent promotion of children's safe and free play.

Children benefit from the very good quality range of play resources and equipment, which are appropriate for their ages and stages of development. These are regularly checked and maintained to a high standard for children's safety.

Children are protected and safeguarded very well because the staff team has a clear understanding of their responsibility to monitor and report any child protection concerns to the setting's designated child protection workers. They have a very good understanding of the relevant signs and symptoms and the procedures to follow in the event of any child protection issues.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled. They independently play with the available resources, as these are very well set out and within their easy reach. They confidently relate with their peers and adults. Skilful staff help children to achieve and make good progress because they are sensitive to each child's needs. Younger children are involved in a variety of sensory play, which effectively supports their early development. Babies crawl, turn and reach out for toys as they play on the carpet. Staff's playful and affectionate interaction help their early communication skills. Close and caring relationships help to develop their sense of trust and strong self. Toddlers actively join in a diverse range of purposeful play. Staff use the Birth to three matters framework very clearly in the outdoor activity plans and in under three's observation record but not so clearly in their indoor activity plans. Children experience music and a variety of languages in everyday activities as well as through the once a week planned visits from specialist language and musical practitioners.

## Nursery Education

The quality of teaching and children's learning is good. The teaching staff has a secure understanding of the Foundation Stage and the many positive ways to support children's learning. Structured group activities are planned and adapted to suit children's individual needs. Children are very motivated and eager to participate in learning. They use their imagination very well and initiate their own role play in the home and water areas during free play. Effective questioning helps to sustain children's interest and make connections in their learning during a group teaching activity but this is not so well developed in their everyday routines. Children are confident speakers and good listeners. They have access to a good range of books and enjoy listening to stories. Their mathematical thinking is developed through shapes, sizes, pattern making and counting. They count together to more than five. Some of the children are beginning to form and recognise letters and number prints. Children confidently use tools for writing, pattern making and cutting. Their playfully use the computer and toasters in the home area which contribute towards their awareness of technology. Children are making good progress in all areas of their learning. This is recorded in photographs, children's work and written observation records. These are used to inform of the next step in children's learning but planning records does not always show this.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are gaining respect and understanding about the wider community the setting's effective yearly planned multicultural activities. Resources are used effectively to help their positive awareness of differences through display of an excellent range of diversity posters, children's books, dressing up clothes, different scriptures and children's multicultural artwork across the provision. Children are also encouraged to share their own home language with others in attendance, such as 'thank you' in Hungarian and French.

Children are respected and valued as individuals. Their needs are met very well as staff follow their normal daily routines as discussed with their parents. Children with special needs are welcome and designated staff members are in place to work closely with their parents and any outside professionals. Children show concern for each other and play harmoniously. They behave extremely well and respond positively to staff's gentle guidance. They confidently approach staff to seek support when needed and help themselves to any play resources. Children are consistently praised for their achievement and good behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is excellent because the setting gives priority to making clear links between home and nursery, ensuring parents are actively involved in their children's learning. Their nursery education progress and planning is regularly shared with parents and these are easily accessible to them. They are also kept well informed of their children's nursery education through an excellent display of activities related to the different areas of children's learning, as well as newsletters

and additional useful information. Parents expressed very positive comments about the setting and staff's flexible approach towards meeting children's needs.

## **Organisation**

The organisation is good.

Children are comfortable and relaxed. They benefit from a well organised, purpose built and child- orientated environment. Effective deployment of staff ensures good quality care and supervision. Recruitment procedure is robust and ensures that children are cared by a team of suitable staff, whom have a secure understanding of children's developmental needs. A comprehensive recording system, policies and procedures are applied across the provision to effectively support very good outcomes for children. The provision meets the needs of the children who attend.

The leadership and the management of the nursery education are good. The management teams vision is to support and develop a strong staff team that can enhance every child's potential learning. The teaching staff are highly qualified, very dedicated and effectively support all areas of children's achievement in the separate planned group activities. An effective induction programme is in place for new staff members and existing staff undergo an appraisal system for their continued professional development. The setting has an evaluation system in place but this does not effectively identify some of the weakness in the quality of teaching.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report.

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.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## 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):

- organise lunchtime to effectively promote children's independence and relationship building
- support children's understanding about the importance of hygiene and healthy eating through explanations within everyday routines
- enhance planning records for under three children by clearly linking their indoor activity plans to the Birth to three matters framework

### **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):

- support more able children's thinking within everyday routines and enhance planning by clearly showing their next step in learning
- enhance systems for monitoring and evaluating the quality of teaching

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