



Little Angels Nursery

Inspection report for early years provision

Unique Reference Number	EY258477
Inspection date	01 November 2005
Inspector	Lynne Pope
Setting Address	Grindon Lane, Sunderland, Tyne and Wear, SR3 4EN
Telephone number	0191 5538880
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Registered person	Little Angel's Nursery
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 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 Angels Nursery is run by a partnership. It opened in 2004 and operates from two playrooms and supporting facilities in purpose built premises based in the Sandhill Centre in Grindon, Sunderland. A maximum of 58 children may attend the nursery at any one time. The nursery is open six days a week from 07.30 until 18.00 for 52 weeks of the year.

There are currently 79 children aged from 3-months to 4-years-old on roll. Of these,

15 children receive funding for nursery education. Children come from a large catchment area. The nursery supports children who speak English as an additional language.

The nursery employs 15 staff. Thirteen of the staff, including the manager, hold appropriate early year qualifications. Two staff are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have access to a clean, very comfortable environment. They benefit from staff taking steps to prevent the spread of infection. For example, they wear disposable gloves when changing nappies and handle food safely. Children are kept safe from the spread of infection by an effective sickness policy being in place. Appropriate consents and records are in place for the administration of medication and recording accidents. Children develop knowledge and understanding of how exercise helps them to stay healthy. They enthusiastically take an active part in physical exercise learning about the importance of activity in a healthy lifestyle. For example, they learn to balance outdoors and steer their bikes around obstacles. They spontaneously move their bodies in time to familiar music. They access the soft play area ensuring that they are active when the weather is poor outdoors. They are able to rest or be active as they need.

Children's wellbeing is enhanced as they access healthy snacks and meals, for example, they try healthy options, such as different fruits. Children enjoy the positive experience of sitting together as they chat to each other about what they have been doing. However, independence is not encouraged for older children, for example, by talking about what foods they would like or pouring their own drinks. Staff have a clear understanding of children's dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to a well organised environment. The playrooms and corridors are made welcoming with displays of children's art work and photographs of activities, giving them ownership of the environment. The indoor and outdoor space is organised effectively enabling children to explore and take risks whilst being supervised. Children use an extensive range of safe, well maintained toys and equipment suitable to the age and stage of their development. They support children's play really well. For example, the large selection of art and craft resources enable children to make their own selections. They particularly enjoy sprinkling lots of glitter onto wet paint. Resources are stored at child height in each room developing children's independence.

Children are cared for in a very secure environment and are well protected by the

procedures in place. All visitors to the building are monitored. Children develop a good awareness of their own safety through sensitive reminders, such as not to run in the rooms. Regular fire drills are carried out with the children so that they are aware of the routine. They learn the importance of being safe on outings. Staff carry out risk assessments prior to the visit and talk to children about safety.

Children are well protected by staff that are confident and secure in their knowledge of child protection policies and procedures. They give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Staff in the setting provide a calm, consistent environment where children are happy and settled. Children settle well and build good relationships with staff and peers. Their self esteem is well developed as they receive regular praise for their efforts. They are motivated and interested in a broad range of developmentally appropriate activities, which provide good levels of challenge appropriate to their age and stage of development. Children show emerging confidence and independence as they begin to select their own toys. Staff get down to children's level, joining in and extending their play as they talk to them. Children enthusiastically use construction materials, paint, explore sensory materials and take part in physical activity. They are beginning to express themselves more readily using spoken words, facial expressions and gestures. They enjoy looking at books and joining in with rhymes and songs.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the foundation stage. They regularly monitor and assess children's developmental progress with the result that they have a good knowledge of each child's stage of development. They plan activities ahead and use written observations of children to plan for the group. Written plans do not differentiate for children with different abilities, although in practice staff adapt the activity as it takes place. A good mixture of adult and child led activities is offered as they safely explore their environment.

Children are confident and settled in the setting. They independently select and carry out activities; assuming responsibility for personal care. For example, they help themselves from the water dispenser. Good relationships enable them to be confident speakers. They enjoy talking to each other, staff and visitors about their experiences. During group stories they listen intently, joining in with remembered refrains. However, the organisation of the reading area results in children infrequently choosing to look at books. Children make marks readily to represent their ideas. Older children are beginning to form letters in their name. They are confident with shape and size language, however, they have limited opportunities to use number in everyday contexts or use their knowledge to add one on or take away.

Children enjoy constructing as they use a broad range of materials saying they have built a tower. Information technology supports their learning well as they confidently

control the mouse to make the programme work on the computer. They are developing a sense of time as they ask what day it is. Children make sense of the world around them as they explore the outdoor area and make trips out into the environment. Their physical skills develop and improve through a wide variety of experiences. Children explore different creative mediums. They confidently use paint, collage materials and make junk models. They enthusiastically join in when singing familiar rhymes and also select favourites to sing. Children use their imagination really well as they dress up as different characters.

Helping children make a positive contribution

The provision is good.

Children develop a positive attitude towards others and gain a good understanding about the wider world through stories, songs and investigating resources in the nursery. Their awareness is raised through outings to the library, farm, wildfowl park and bounce and rhyme for babies. Staff are calm and consistent in their approach to behaviour management. They use timely interventions where they use distraction or clear instruction, which protects the child. Positive behaviour is encouraged through praise and rewards, such as stickers. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Children benefit from a two way sharing of information between staff and parents, which enhances their learning. They receive a daily diary, which informs them about all aspects of their child's day. Staff write regular reports detailing how their child has developed. Children settle well as a result of staff working closely with parents. Positive feedback was received from parents about the staff and service provided.

Organisation

The organisation is good.

The leadership and management is good. Overall the provision meets the needs of the children that attend. The required policies and procedures are in place, which supports the care of the children. All records are kept up to date. Organisation of the premises is good, allowing children to select their own resources and take part safely. A good balance is maintained between physical exercise and rest periods. Staff have a clear understanding of policies and procedures. In practise, they work towards keeping children healthy and safeguard their welfare.

Management have a clear view of how they want the nursery to progress. They have ensured that staff have appropriate training in Birth to three matters and the Foundation stage to help children achieve well. They oversee the work of the staff and monitor planning. Recording systems are systematic through out the nursery providing information about children's achievements. This enables staff to be aware of how children progress and which areas require further improvement. Regular supervisions and staff meetings enable future training to be identified and carried out.

Improvements since the last inspection

The previous Children Act inspection recommended that the nursery improve staff's knowledge of child protection; ensure that children have independent access to water and that parents are informed about the complaint procedure.

All staff have been made aware of the complaint procedure at staff meetings ensuring that children's welfare is addressed. Children independently access drinking water from a dispenser within the playroom. This has developed their independence and ability to recognise when they are thirsty. The complaint procedure is included in the parents file to ensure that they are aware of the procedures to follow.

Complaints since the last inspection

There are no complaints to report.

The provision 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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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):

- develop children's independence at meal times and provide appropriate cutlery.

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):

- further develop written plans to incorporate different levels of learning
- develop the reading area further to promote children's interest and encourage them to independently access books

- promote number use in every day activities and provide opportunities for children to compare groups of objects.

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