



Little Angels Nursery and out of school care

Inspection report for early years provision

Unique Reference Number	EY333450
Inspection date	15 November 2006
Inspector	Christine Lynn Williams / Elaine Margaret Hayward
Setting Address	Woodrow Community Centre, Woodrow, Redditch, B98 7RY
Telephone number	N/A
E-mail	
Registered person	Little Angels Nursery U.K.Ltd
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Little Angels Nursery and out of school care opened under private ownership in 2006. It operates from two rooms within a community centre in the Woodrow district of Redditch. A maximum of 38 children may attend at any one time. The nursery is open each weekday from 09:00 to 14:45 during term time only. A breakfast club operates from 08:00 to 08:45 and an after school club is also available from 15:00 to 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from two to eight years on roll, although children up to the age of 12 are also catered for. Of these, nine children receive funding for early education. Children attend from the local area. The setting currently supports children with learning difficulties.

The setting employs five members of staff. Of these, four hold appropriate early years qualifications. The setting receives support from a local authority mentor teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is protected because staff recognise and reduce any possible risks. They take steps to prevent the spread of infection by keeping the premises clean, wearing aprons and carrying out regular, effective daily cleaning routines. Children learn the importance of good personal hygiene through well-planned daily routines and learning from example. They help to wipe up spills with paper towels, wipe their own noses and put tissues straight into a bin. The importance of hand washing is promoted in a fun and stimulating way, with songs used to remind them to wash their hands to keep the germs away. Easy access to toilets allows children to gain independence at an early age and good hand washing facilities prevent the risk of cross-infection. Children's health and medication needs are well recorded and first aid trained staff ensure minor bumps and bruises are handled effectively. All adults are clearly made aware of how to support children with specific health needs and this gives opportunities for a wider range of children to experience day care.

Children get plenty of fresh air and enjoy a variety of indoor and outdoor physical activities. They enthusiastically join in with street games such as 'What's the time Mr. Wolf ' and use bikes, sit and rides and hoops. Pre-school children enjoy weekly PE sessions when they develop an awareness of how to keep healthy through being active. They learn to warm up and cool down their muscles as they enjoy fun activities such as racing and how to make their way across the room by walking, crawling or sliding on their tummies. They learn to move confidently and imaginatively during movement and music and action song sessions, while small equipment such as scissors, pens and rollers, help them to develop control over their fingers and hands. Three and four-year-olds show a keen sense of personal space as they play alongside each other. They learn to control their movements as they run around outside and learn not to bump into each other.

Breakfast and a variety snacks are provided which are healthy and balanced, along with juice, water and milk. Fruit is always available and young children's snacks take into account their nutritional needs and are planned to help build stamina and concentration. Some children bring packed lunches and learn to cope with opening packages and drink cartons in readiness for school. Mealtimes are social occasions when children sit with each other to talk about their families and what they have been doing. This is often turned into a learning activity as staff talk to children to help them understand why some foods are healthier than others.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a warm and welcoming atmosphere where they can learn, explore and develop safely. There is a high ratio of qualified adults to the number of children present, and staff are carefully deployed, ensuring children are always well supervised. They freely choose from a

wide range of toys and resources and all equipment, and these are regularly checked and fully support children in enjoying stimulating, learning activities.

Thorough risk assessments have been carried out for all areas, are clearly displayed, and safety features have been put in place to ensure that children can play safely both indoors and out. For example, electrical sockets are protected and temporary barriers are used outside to ensure children play where they can be seen at all times. There are clear procedures to ensure children are collected only by authorised people, and passwords are used when necessary for extra protection. Clear escort policies are in place regarding the collection and delivery of out of school children. Lost and uncollected child policies enable staff to respond appropriately should either incident occur.

Children learn about possible dangers and how to keep themselves safe as staff gently guide them away and warn them about the hazards of running in the room or catching their fingers in doors. General discussions and topics are also used effectively, and out of school children develop a good understanding of road safety rules as they walk with staff from school. Children know what to do if they need to evacuate the setting in an emergency and have discussed and practised the routine with staff. Fire procedures are displayed to ensure all persons using the setting are well informed.

Adults have a good understanding of how to protect children, and recognise that this is their first priority. They are clear over the signs and symptoms of possible abuse and know the appropriate child protection procedures to follow should they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Warm and caring relationships are developed with children and this is very evident. A keyworker system is used to gain information about young children's starting points, individual routines, needs and preferences. This provides continuity of care and ensures children feel secure and nurtured. Staff often sit with young children on their laps, and there are lots of cuddles and chats.

Children benefit from staff's attitude and enthusiasm. They enjoy their time at the setting where they are involved in a wide range of interesting first-hand experiences. For example, they join in enthusiastically with a song about naughty monkeys, singing and doing the actions. They show delight and concentration when playing with sunflower seeds and making ant pictures with them. Staff plan and provide activities to help children's development in line with the 'Birth to three matters' approach, although this has only just been introduced and is not yet fully developed. A good balance of rest and active times are offered throughout the nursery day and staff have developed the daily routine to take account of children's peaks and troughs in stamina. Children attending after school settle quickly, choose what they want to do and become absorbed and interested. They show they are familiar with the setting's rules, hang up their coats and put school bags in the hallway. They benefit from a variety of age-appropriate activities and there are plenty of opportunities for children to sit and rest after a long day at school. They make the most of these times to read or simply sit and chat to their friends.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. However, there are some good aspects to the educational programme being offered with children's personal, social and emotional development being a particular strength. This helps to develop children's self-esteem and gives them the confidence to try new things. Staff are attentive and supportive, listen and respond well to what children say and use effective open-ended questioning to help children think and keep them interested. A varied educational programme is offered, although a lack of specific Foundation Stage curriculum training and planning weaknesses leads to missed opportunities to fully support children's learning. Children are encouraged to try new experiences through the use of topics and themes and are given a choice of activities during free play sessions. Staff work closely with children, join in with their play and value children's independent learning.

Children show they are developing confidence in speaking in both large and small groups. They eagerly share their news at registration time, talk about what they have done at the weekend and share their ideas about such things as "a crocodile lives in the garden". They enjoy a variety of story and reference books and join in enthusiastically and expressively at story times. A colourful registration board helps three and four-year-olds to recognise their own name and they link sounds to letters as they complete alphabet puzzles or colour in pictures related to a letter sound. Children make marks regularly in paint, dough and when colouring, however children do not make marks for their own purposes during free and imaginative play. This hinders their progress within the area of communication, language and literature.

All children show positive attitudes to numbers as they have fun counting up and down using their fingers during rhymes and action songs. Counting is threaded through most activities and the majority of three-year-olds can count reliably to five or more, while some older children are able to count over ten. They hear staff using mathematical language and show a good understanding of shape and size as they join in with games such as running to find different shapes placed in each corner of the room. However, staff miss opportunities to help children solve simple number problems such as sharing, adding or taking away objects and this limits their ability to fully progress in the area of mathematical development.

Children explore freely, and with their senses, as they use a variety of interesting materials such as rice, sunflower seeds, marzipan and dough. They have opportunities to observe, question and explore their natural curiosity as they join in with cooking activities and look at and record seasonal changes on a weather board. Children learn to care for living things by planting seeds and exploring nature during walks to the local wooded area. They freely build with a variety of different construction toys, while electronic and sound toys help children become familiar with the use of everyday technology.

Children express themselves freely through paint, drawing, music and movement. They make up their own games and stories and act out being someone else in the role play area. However, this area is not used to best effect in encouraging children to expand their ideas and practise other learning skills. Singing plays a large part in children's daily routine and they experiment with the sounds of different musical instruments as they play along to their favourite songs or march around the room, enjoying making their own music.

Helping children make a positive contribution

The provision is good.

Children's individuality is valued and staff help them feel good about themselves by frequently providing positive support, praise and encouragement. This helps to build children's self-esteem. There are plenty of opportunities for children to be valued, cuddled and comforted and their individual needs and personalities are recognised and met. Staff talk to parents about their child and a good daily diary system ensures a constant two-way flow of information between home and nursery. Early information is sought about children before they attend the setting, with lots of useful information gained such as any nicknames they have, what colours and shapes they know, comforters, rest and toilet training routines.

A positive and caring attitude ensures children are fully included and that their individual needs are well met. Staff work in close harmony with parents and all children are fully included with some able to benefit from one-to-one attention when necessary. Adults are strongly committed to inclusion and are enthusiastic about undertaking relevant training, sometimes of a very specific nature, to support a particular child. Children use some playthings that help them consider and recognise the diversity of the wider community, although these are limited and do not fully support the development of positive attitudes.

Children's self-care and independence is fostered extremely well, with lots of support provided to encourage three and four-year-olds to be independent. For example, they put on their own coats, dress and undress for weekly PE sessions and manage their own lunch boxes. Children behave very well, responding positively to the clear guidelines set by staff. High expectations are set for behaviour and social rules, and these are consistently and sensitively enforced. Staff are quick to intervene in sharing issues with clear explanations and praise used constantly. As a result, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. A strong relationship is formed and this contributes to children's well-being. Valuable information is provided through a welcome pack and notice board and this helps parents to understand how the setting runs and about the educational programme offered. Parents are actively encouraged to make comments and suggestions and to share their own knowledge of their children through a daily diary system, suggestion box and daily chats with their child's key worker. Parents' views and concerns are respected and acknowledged and they know how to make a complaint on behalf of their children if they wish to.

Organisation

The organisation is good.

Children's care is supported by enthusiastic staff and strong leadership. Staff work as an effective team, understand their roles and work well together. High levels of qualified staff ensure all children are given lots of support and that those with additional needs can often receive one-to-one attention. Time and space are used effectively and a keyworker system helps staff to get to know the children in their care well. There are robust recruitment and induction procedures to ensure that children are well protected.

Leadership and management of 'funded children' is satisfactory. This setting has only recently opened and promotion of the Foundation Stage curriculum is in its infancy. However, there is a strong commitment to improvement and this includes on-going staff training and seeking advice from the local authority mentor teacher. The owner/manager works alongside staff throughout the day to observe and assess practice, and regular meetings and activity evaluations are being used to improve the educational programme and ensure children are being taught appropriately.

Comprehensive documentation policies and records ensure children's health, safety and well-being are always carefully considered. The operational plan contains all policies and is on view to parents. All documentation and records are well organised and stored securely. Overall the children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- continue to develop the use of the 'Birth to three matters' framework for the youngest children in the setting
- further improve resources and activities to help children develop an understanding of diversity (also applies to nursery 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):

- further develop staff's knowledge and understanding of the Foundation Stage curriculum
- use the imaginative play area to support and develop other areas of learning, such as mark making for a purpose and solving simple number problems
- make planning and teaching more effective by identifying clear outcomes for children's learning, based on the observations and assessments of what they can do and the stepping stones for progression.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk