



Little Angels Day Nursery Limited

Inspection report for early years provision

Unique Reference Number	118101
Inspection date	25 January 2007
Inspector	Maria Therese Conroy
Setting Address	1a Dudley Gardens, London, W13 9LU
Telephone number	020 8566 3349
E-mail	
Registered person	Little Angels Day Nurseries Limited
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 Day Nursery is the trading name of Little Angels Day Nurseries Ltd. It opened in 1989. It is situated in West Ealing. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 54 children aged six months to four years on roll. Of these nine children receive funding for nursery education. Children come from the local area. The nursery can support children with special educational needs, and also supports children who speak English as an additional language.

Little Angels Nursery employs 11 staff. Five of the staff including the manager hold an appropriate early years qualification. One member of staff is working towards a Level 2 National Vocational Qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing their knowledge and understanding of hygiene procedures as they wash their hands after using the toilet. Staff clean and wipe tables and surfaces prior to children eating food and follow clear nappy changing procedures. However children's health is not always fully promoted as the procedure for sharing cots does not prevent cross infection.

Children's first aid and medical needs are attended to as some staff have first aid training. There is written permission for emergency medical intervention and the medication procedures are fully up to date. However accident recording procedures are not always followed by staff, therefore parents are not fully informed. The sickness procedure and the exclusion periods for communicable diseases is easily accessible to parents on the parents notice board, which ensures that children are protected from unnecessary illness. Children's welfare is promoted as a number of staff have received epipen training and there are good procedures in place for children's individual medical needs.

Children are encouraged to eat healthily as they are provided with a varied menu which contains freshly cooked meals, for example sweet potato curry and Jamaican fish stew. Snacks include pita bread and humus, various fruit and wholemeal toast. Staff sit with the children and create a positive social occasion, where they can help themselves to their lunch from the dishes placed on their table. Children have regular opportunities to drink water throughout the day.

Children are developing physical skills and learning about healthy lifestyles through planned activities. Outdoor play is planned for on some occasions in relation to specific topics such as transport. Staff provide indoor activities outside when weather permits. Children have opportunities to climb, balance, and use wheeled toys. They take part in music and movement and enjoy being a dingle dangle scarecrow and moving their arms around to the wheels on the bus. Children use a range of equipment and materials to encourage fine motor control for example pencils, scissors, threading and puzzles.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a homely environment, where they are well supervised and can easily access outdoor play. Most areas of the nursery are welcoming, however the baby room is not visually stimulating to young children as there is very little at eye level for them to look at. In addition there are no systems in place to monitor the temperature of the baby room, which means a constant comfortable temperature is not always maintained.

Children's development is promoted as they access a varied range of age appropriate, suitable, safe toys and equipment. For example they sleep in buggies, cots or bouncy chairs according to their individual needs. There is a varied range of play materials to support children's learning which includes home made sensory toys, treasure baskets, craft materials, sand and water, puzzles, play dough, musical instruments, role play and construction toys.

Children are safeguarded and generally well protected because most staff have undertaken child protection training and understand their duty to protect children. There is a detailed written policy and procedure in place with information for parents displayed on the notice board, however the systems in place for recording when a child arrives with an injury are not fully effective.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled and have a sense of belonging due to the effective settling in procedures in place. They make some choices about their activities, for example when they dress up and write shopping lists in the home corner. Children have good relationships with staff and there is a good level of interaction and conversation between staff and the children which supports young children's language development well. Children under three have access to a range of appropriate indoor and outdoor activities. The staff in the pre-school room do not yet use the Birth to three framework to plan activities, however this is currently being addressed through training. Babies have opportunities to take part in activities to promote their sensory development including treasure baskets, with various textures such as different materials, wood, metal and plastic, corn flour, painting and making cakes. They have some opportunities to make independent choices from the toys in the low level baskets, available at certain times during the day. Staff sit on the floor with the babies and positively interact with them, which helps support them in their play.

The quality of teaching and learning is satisfactory. Staff have a generally sound understanding of the early learning goals and how children learn. Staff teaching is generally effective when undertaking the focus activities, however they do not always use everyday practical activities to incorporate learning opportunities. Children are making satisfactory progress in the six areas of learning. Staff monitor and record children's development progress and use this information to plan. Written plans are in place however they lack detail of how individual needs are met and planning for outdoor play is not always included. Staff evaluate activities however this is not always fully effective.

Children are becoming independent as they take themselves to the toilet and dress themselves for nursery school. They enjoy being given extra responsibilities such as when they set the table for lunch. Children thoroughly enjoy story time as they are enthused by the story 'whiff', they listen attentively and confidently answer questions correctly afterwards. There are opportunities for children to write for a purpose as they take the order in the cafe and write notes for the notice board in the home corner. Children are learning about other cultures as they discuss Chinese New Year and paint a dragon for the display board. They are exploring their local environment through outings to the local high street and learning about roles and responsibilities in the community for example when the dentist comes to visit. Children have opportunities to

count when they sing songs such as five little speckle frogs and calculate when they add the number of spots on the ladybird. There are written numbers around the nursery for children to see, for example the parking bays in the garden. Children have many opportunities to be creative, they participate in free painting as they create a snowman with big eyes, they enjoy role play as builders and decorators and they make their own wallpaper and do fabric sticking. Children are learning to keep healthy through planned activities for example they build obstacle courses, design sunhats and learn about the importance of exercise and the effect it has on their bodies.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the setting and are valued and respected. There is a good settling in procedure in place which encourages children to feel safe and secure. They are able to make some choices as to what they play with, as some of the activities are at low level to allow easy access. Children are learning about other cultures and faiths through planned activities and resources with positive images of diversity, for example when they paint a large picture of a dragon for Chinese New Year.

Children generally behave well and play cooperatively together, sharing and taking turns. Staff are good role models for children and use suitable strategies to manage their behaviour. They give them praise and explanations to help them understand what is expected of them and why. Children enjoy being given extra responsibilities within their room for example when they help set the lunch table, which helps to build their confidence and skills. Children's social, moral, spiritual and cultural development needs are fostered.

The staff are able to support children who have special needs. They work closely with the parents and other professionals to ensure they can plan and provide suitable activities to support children's development effectively.

Partnership with parents is satisfactory. Parents receive a welcome pack when their child starts the Foundation Stage, giving them information about the curriculum. They receive a newsletter which keeps them updated to changes within the nursery as a whole such as new staff. Parents can easily access information displayed about staff roles, the main policies and procedures and activities. Key worker systems are in place to allow staff to keep parents informed on their children's progress, during open days which occur twice a year. Children's work is sent home throughout the year to enable parents to see what their child has achieved.

The parents and staff work closely together sharing information about the children through informal discussions when they are given information about their child's care such as feeding, nappy changes and sleep. In addition they are informed how their child is progressing through planned meetings, this contributes towards ensuring that children's individual needs are met. Parents of younger children have access to their own information about the Birth to three matters framework and the main policies and procedures, which are on display for them to read.

Organisation

The organisation is satisfactory.

Most of the records, policies and procedures required to support the children's care and welfare are in place, however the procedure for recording when a child arrives with an injury requires updating. In addition the nursery is in breach of the mandatory requirement to obtain a parents signature on all accident records, which means that parents are not kept fully informed.

The leadership and management with regard to the nursery education is satisfactory. The staff work closely as a team and take on extra responsibilities for example the role of child protection deputy and training co-ordinator. There are systems in place for regular communication with staff, they meet once a month as a group and have yearly appraisals to identify personal development. The owner/manager monitors and evaluates practice through observation and discussion, however this is not always fully effective. There is a positive attitude towards the development of the nursery and staff regularly attend training to improve their practices, which improves children's learning experiences.

The provision meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

The nursery were asked to improve in the following areas at the last inspection. To ensure staff are informed and aware of the importance of good hygiene practice to prevent the spread of infection when cooling babies food. Staff now ensure that food brought from the kitchen is cool enough for children to eat immediately, therefore hygiene practices are now acceptable. They were asked to devise an action plan to identify how staff meet the qualification requirements. Three staff have updated their qualification to a National Vocational qualification Level 3, which enhances their knowledge and understanding of childcare and early years education. The book corner and reading areas required improving, this is an ongoing process. However the book area is well used and children enjoy staff reading stories and reading independently, which improves their language skills and encourages letter recognition.

Complaints since the last inspection

Since April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Nation 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.

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 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):

- ensure that the accident record is signed by parents, review procedures for prevention of cross infection for sleeping children.
- ensure that sufficient heating is maintained for children in the under two's room and review recording procedures for recording when a child arrives with an injury.
- continue to develop the under two's area to provide a visually stimulating environment
- continue to develop planning, assessment and evaluation in relation to the Birth to three framework to meet the needs of individual children.

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):

- continue to develop planning and evaluate activities effectively to plan for children's next steps.
- continue to develop staffs knowledge and understanding of the Foundation Stage curriculum. Encourage staff to use practical activities to promote learning and using open ended questions in all activities.
- review procedures for monitoring and evaluating staff practice.

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