



Angels By Day Nursery

Inspection report for early years provision

Unique Reference Number	254586
Inspection date	13 December 2005
Inspector	Anne Walker
Setting Address	Hillside House, Derby Road, Lenton, Nottingham, Nottinghamshire, NG7 2DZ
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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?

Angels by Day Nursery became registered in 1997 and is 1 of 2 nurseries run by Angels by Day Ltd. It operates from a 2 storey building in Lenton, Nottingham, a short bus ride from the city centre and the ring road. Children are cared for in 4 rooms, one of which is sub-divided into 2 smaller rooms. The younger children are based on the ground floor, with the 2 older groups of children on the first floor. There is a large enclosed garden with fixed equipment for physical play. A maximum of 80 children

may attend the nursery at any one time. The nursery serves commuters travelling into the City of Nottingham as well as the local community and surrounding areas. The nursery is open each weekday from 07:30 to 18:30 for 51 weeks of the year, closing only for Bank Holidays and for the week between Christmas and New Year. Children attend for a variety of sessions each week. There are currently 136 children from birth to under 8 years on roll. Of these 33 children receive funding for nursery education. It accesses nursery education grant funding for 3 and 4-year-olds. Learning throughout the nursery incorporates the Montessori education philosophy. The nursery employs 30 staff. Of these 26, including the manager, hold appropriate early years qualifications. A further 4 staff are working towards a qualification. The setting receives support from the Nottingham City Early Years Development and Childcare Partnership. It has achieved an 'Investors in People' award and is a member of the National Day Nursery Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm, clean setting. Children's health is safeguarded in most areas, through the good routines followed by staff during the day. These include cleaning floors and tables after meals, wiping highchairs and having separate bedding for each child which is washed regularly. Most aspects of nappy changing routines promote children's good health. Although staff always wear gloves to change the children they do not routinely make use of the plastic aprons at their disposal, to cover their clothing. Children learn the importance and value of personal hygiene through well established daily routines including hand washing and brushing teeth after meals. Some of the older children are able to carry out these tasks with minimal adult support.

Children have a developing awareness of healthy eating. They enjoy a range of fruits and vegetables as part of their snacks or main meals. Babies are offered pureed fruits as part of their lunch. New menus have been developed and processed foods are not included in these. Regular drinks of water and milk are provided for children during the day. The pre-school children have drinking bottles available to them throughout the day. They access these independently, especially after they have been playing actively outdoors. Individual dietary requirements of the children are respected and staff are knowledgeable about children's needs so that children eat well during the day.

Children have frequent opportunities to play outdoors in the fresh air and use the well resourced outdoor play area. They play actively using the bikes, scooters and cars as well as games such as hide and seek. Babies learning to walk are given appropriate support with their mobility using furniture and push-a-long toys under the watchful supervision of staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The risks of accidental injury to children are minimised as a result of the good procedures in place and because the staff implement them effectively and encourage children's awareness of how to keep themselves safe. Children cared for on the first floor go up and down the stairs holding the banisters and in a single file. Rooms are organised so that children can move safely with furniture of an appropriate size that allows them to access their play independently. Babies partake of creative play securely fastened in a low chair. Older children can access shelving so that they put their pictures away in a file to take home. Good procedures are followed to ensure that the nursery is secure that children cannot leave unsupervised and visitors are met by a member of staff. The building, furniture and play materials are well maintained. Children can participate in nursery life safely because staff use their knowledge of child development so that play materials meet the differing needs of children for example, toys in the baby room are safe for them to explore using their hands and mouth.

Children's safety and welfare is promoted because policies and procedures are implemented effectively by the staff. They know who can give medication and what must be done before it is administered. A good proportion of staff hold a current first aid certificate and are able to deal with any accidents appropriately. Staff have a secure knowledge of child protection procedures and know who to refer concerns to within the nursery and externally.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three enjoy a well planned day that takes good account of their developmental needs. There are clear routines, which they understand. This gives a framework to their day and provides a sense of security. It enables them to separate easily from their parents in the morning and settle to purposeful play. They contribute to tidy away time and then settle to their snack without becoming upset. Activities are frequently changed and are well paced, taking account of their shorter attention spans. The environment is organised so that toddlers become increasingly independent. They help themselves to books and sit on the cushions to read them or help themselves to boxes with additional materials stored around the room. Babies individual routines are given high regard so that they sleep when ready and are fed at times best suited to them. They enjoy a wide range of sensory toys and creative play, such as cornflour on a tray. This stimulates their sense of curiosity and fosters hand-eye coordination. The young children benefit from the good interaction with their carers who play alongside them and encourage their verbal skills from a very young age. Staff working with children under three use 'Birth to three matters' when planning activities and provide play which offers the appropriate level of challenge for children.

Nursery Education.

The quality of teaching and children's learning are good. The staff have a secure knowledge of the Foundation Stage curriculum guidance and work effectively as a

team to deliver a broad, stimulating and purposeful range of activities. A good variety of learning strategies are employed. These include working as a large group, as they did to produce their nativity play, focused activities that enable staff to see how children's skills are progressing in a certain area and independent play where children explore, develop their ideas and consolidate new skills. The planning is clear and workable and generally sets clear learning objectives which staff use as they interact with children to promote their development. The purpose of activities outdoors are less clearly understood by staff. This potentially means that children's large muscle skills, for example, using climbing apparatus or travelling on scooters, may not be sufficiently challenged. Children's language skills are good. They use language to express their needs and ideas and to talk about events in their lives. Staff routinely introduce new language to children as they read books or talk about activities, such as planting bulbs in the garden for spring. They use appropriate questioning techniques to encourage children's thinking and problem solving skills. For example, a child working to match a number with a corresponding number rod is asked 'is that the right rod, how do you know'. Children have good concentration to a task, whether working independently to complete a jigsaw or during circle time where they respond appropriately to adult questions.

Overall children make good progress in all areas of learning. There are systems in place to track their progress which are consistent with the Foundation Stage stepping stones. Staff regularly observe children and use their assessments to plan future activities. This ensures that challenges are set appropriately and individual children's next steps in learning are addressed.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well. All children participate and enjoy meal times because good systems are in place to respect their dietary needs and parents wishes. Babies settle to sleep, allow themselves to be comforted and explore their surroundings because of the effective daily communication with parents. Regular dialogues with parents ensures that children's ongoing needs such as weaning, potty training or moving to a new room within the nursery, can be achieved smoothly for the child. Effective systems are in place to support children with special needs and ensure they are fully included in the nursery day. There is a good range of play resources and activities that support children's understanding of the lives of others. Children in pre-school show awareness of other ways to communicate, using simple signing during circle time. Some children learn French as part of their weekly activities. These activities contribute to children's spiritual, moral, social and cultural development being fostered.

Children behave well due to the consistent, positive strategies that staff throughout the nursery employ to help them understand right from wrong and how to get along with others. Staff use respectful language with children and are good role models. Hence, the children are polite and considerate to their peers and carers. Older children take turns in speaking during circle time and listen to each other and toddlers help staff to tidy away before lunch. Strategies are varied according to children's

developmental stage so that expectations are gently built on.

Consistency of care is provided for children through the broad range of ways the setting communicates with parents, so that children feel secure. Parents of younger children have daily diaries that enables them to see how well their child has eaten and slept, as well as activities they have taken part in. There is a range of written information and events that ensure parents are kept informed and feel involved. The partnership with parents and carers for children receiving nursery education is good. There is written information for parents explaining how the curriculum is delivered. Planning is displayed so that they are able to see what topics are being covered. Parents evenings are held twice a year to enable them to exchange information about the child's progress. In addition, staff share information more informally on a day to day basis. Children routinely take things home and older children who are 'reading ready' are able to take books home to read with their parents.

Organisation

The organisation is good.

Children's development and welfare is promoted as a result of the appropriate systems being in place to ensure that staff have the commensurate skills and are suitable for their post. Managers use appraisals to identify staff training needs so that children benefit from being cared for by motivated adults. Good staffing levels ensure that children's needs can be effectively and safely met throughout the day. Children are settled and able to take part in purposeful activities because staff are deployed appropriately in room teams which offer consistent care to young children and reflect a balance of experience and skills. There are clear systems to maintain required records. Staff use the information and records effectively to safeguard children's health and foster their sense of well-being. Policies and procedures are in place and understood by staff. The complaints policy and system for recording complaints, has not been reviewed to ensure it complies with recent changes to the National Standards. The leadership and management of the nursery, with regard to nursery education, is good. Staff working with children in pre-school have regard to the Foundation Stage curriculum guidance and know how to apply this in practice to support children's development. The appropriateness of the curriculum is effectively monitored through managements observation of what's being delivered and their own experience of working with children of this age group. Through appropriate external and internal training, they have ensured that Montessori principles work alongside the Foundation Stage curriculum guidance so that children are offered a blend of learning strategies. The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection it was recommended that the nursery make improvements to aspects of the outdoor play area and review the condition of the books in the toddler room. Staff routinely check the outdoor area for potentially hazardous material before children go out to play. Satisfactory measures are in place to ensure that the fireman's pole and the swing are safely maintained so that they do not pose a hazard

to children. The books provided for toddlers are of good variety and in a suitable condition in order that young children develop an interest in books from an early age.

Nursery education.

At the last inspection it was recommended that they improve systems for recording children's development, particularly for the younger 3-year-olds. In addition, that they ensure all staff working with children aged 3-5 years have a confident knowledge of the stepping stones towards the early learning goals. When children are developmentally ready to be assessed against the stepping stones they are now moved into the pre-school room. Activities for children in the 'Giraffe room' are planned and assessed working with 'Birth to three matters'. The nursery is working on planning systems that bridges the gap between the two age groups, for occasions where 3-year-olds remain in the 'Giraffe room'. Suitable training opportunities exist for staff to develop their skills. Staff leading the work with children in the pre-school all have a good understanding of the 'Curriculum guidance for the foundation stage'. Staff recently qualified have a satisfactory knowledge through their training and continue to develop their skills by working under the direction of more experienced staff and being involved in the planning.

Complaints since the last inspection

A complaint was made to Ofsted which raised concerns about Standard 9: Equal Opportunities in that a child was alleged to be excluded from participation in a special activity. Ofsted requested the provider to conduct an internal investigation and report back. There was no evidence to suggest this National Standard was not being met and Ofsted will be taking no further action at this time. The registered person continues to be 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):

- further develop the hygiene measures during nappy changing to prevent the spread of infection
- review the systems for recording complaints to ensure they comply with the recent changes to the National Standards

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):

- ensure that planned activities to promote children's physical skills in the outdoor area have clear learning objectives that staff use to promote children's learning.

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