



Angels By Day Ltd

Inspection report for early years provision

Unique Reference Number	EY248119
Inspection date	06 June 2005
Inspector	Anne Walker
Setting Address	Springfield House, Hucknall Lane, Nottingham, Nottinghamshire, NG6 8AJ
Telephone number	0115 9519915
E-mail	fiona@angelsbyday.co.uk
Registered person	Fiona Day
Type of inspection	Integrated
Type of care	Full day care, Out of School 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

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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 is one of 2 nurseries run by Angels by Day Ltd. It opened in 2003 and operates from a large converted farm house in the Bulwell area of Nottingham. The nursery is a short walk from Moorbridge tram station, with direct links to the city centre. Accommodation is on 2 levels, the under 2's are based on the ground floor and the over 2's on the first floor. Before and after school care have a separate base room. All children have access to an enclosed outdoor play area. The

nursery serves commuters travelling into the City of Nottingham as well as the local community and surrounding areas. A maximum of 111 children may attend the nursery at any one time.

The nursery is open from 07:30 to 18:30, Monday to Friday. The out of school care operates from 07:30 and after school until 18:00, each weekday. A holiday club operates during school holidays between 07:30 to 18:00. The nursery is open for 51 weeks of the year, closing only for bank holidays and for the week between Christmas and New Year. Children attend a variety of sessions each week.

There are currently 77 children aged from 0-8 years on roll. Of these 15 children receive funding for nursery education. The nursery currently supports a number of children who have special educational needs. Learning is based on the Montessori education philosophy.

The nursery employs 16 staff who work with the children across the various aspects of the provision. There are 10 staff, including the managers, who hold a relevant child care qualification. A further 3 staff have almost completed their qualification and a further 3 are working towards qualification. The setting receives support from the Early Years Development and Childcare Partnership.

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 are safeguarded from cross contamination due to staff's good awareness of suitable hygiene procedures. These are applied consistently as they change children's nappies, clean equipment and toys and serve food. Children learn the importance and value of personal hygiene through daily routines at the nursery, including hand washing and brushing their teeth. Some of the older children are able to carry out these routines with minimal adult support.

Children have a developing awareness of healthy eating. They enjoy a range of fruits and vegetables, including babies who are offered pureed fruit as part of their meals. Regular drinks of milk or water are offered to the children. The pre-school children have drinking bottles which they access independently if they are thirsty at other times. Individual dietary requirements are given good regard throughout the nursery. Staff are knowledgeable about children's needs. They liaise regularly with parents to ensure that ongoing needs such as weaning are fully agreed and children's needs continue to be met.

A broad range of activities are provided for children to encourage them to be active and have fresh air. This includes regular use of the outdoor area where children enjoy the climbing apparatus, trikes and cars. Children respond with their bodies to music and movement both indoors and out. In poor weather there is good space indoors for children to have physical play as well as an additional sensory room. The

out of school care provided for children, includes a daily walk to and from school and give opportunities for children to have fresh air and exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children move around safely in the spacious well organised rooms. Furniture and equipment are of appropriate size for children to access their play and have meals. Staff adapt equipment appropriately to ensure all children participate safely, for example, young toddlers in the baby room have a secure harness on their chair while they have their meals, whereas slightly older children do not require this to be safe. Children as young as two independently make choices in their play due to the appropriate organisation of toys. Satisfactory regard is given to ensuring children's safety outside of the nursery, such as outings and walking to and from school. Risk assessments do not always clearly identify hazards or apply timescales for how they will be dealt with. Staff are not fully clear how to use assessments effectively. There are potential hazards to children in the outside area. Whilst staff are aware of these, children's safety relies on their constant vigilance to ensure that area of the garden is not accessed.

Children's welfare is safeguarded through the required documents and procedures being in place, understood by staff and effectively implemented. For example, it is the company's policy that all staff undertake first aid and child protection training within their first year of working at the nursery. Staff have a secure knowledge of child protection procedures and know who to refer their concerns to within the nursery and externally.

Helping children achieve well and enjoy what they do

The provision is good.

Staff working with under three's have regard to "Birth to three matters" when planning activities. They understand the needs of this age group, ensuring that activities are regularly changed so that children's interest is maintained and their play is purposeful. Toddlers are confident and at home in their surroundings. They make choices in their play from items staff have set out as well as things in the storage boxes accessible to them. Babies learning to crawl have a variety of toys placed within and just beyond their reach to promote their continued development. They are able to join in creative activities which are adapted to meet their needs. Young children at the nursery feel secure as staff work with parents to provide consistent approaches to individual needs such as potty training and weaning. Children throughout the nursery relate well to their carers. Staff listen to children and respond to what they have to say. They are good at making connections for children between home and nursery, regularly talking about siblings, pets or recent events, consequently children are happy and feel valued. Children's daily routines are well organised so that they have time to be active, as well as time to rest and play quietly. Babies are settled and happy as staff respect their individual sleep and feeding routines.

Nursery education

The quality of teaching and children's learning are good. The staff have a sound knowledge of the Foundation Stage Curriculum. Other staff benefit from working alongside the teacher, who is a skilled practitioner, so that together they provide a stimulating, broad curriculum for children. Activities are well paced. As a result children explore and develop their ideas and consolidate new skills. Children work independently, alongside an adult, or as a group, as staff adopt a good variety of teaching methods. The children have good concentration skills and are able to persist at activities both of their choosing and when working with an adult. For example, a child threading bobbins works independently but responds to an adult suggestion, adapts the pattern he is using and persists until his lace is completed. Children are keen investigators due to staff's effective promotion of their language, thinking and problem solving skills by use of good questioning techniques. As the children explore two large logs, they comment on it's textures and smell, count the rings to see if they can work out how old the tree was and want to know where it came from and why it was cut down. The children have good listening skills as a result of effective teaching methods and because they find the topics interesting. During circle time, children respond appropriately to the questions posed, follow simple instructions and are able to listen politely to their peers. They have a good developing vocabulary due to staff regularly introducing and explaining new words, such as illustrator and author. They show pleasure when being read to, or looking at books on their own. Older children link letters of the alphabet to their sounds. Children have a developing awareness of mathematical concepts through planned activities and good use of practical experiences in everyday routines.

Overall children make good progress in all areas of learning. There are systems in place to track children's progress which are consistent with the Foundation Stage stepping stones. This includes children with special needs who are appropriately supported to access all areas of the curriculum. Staff observe children on a regular basis and adapt activities to ensure suitable challenges for all children. They use their observations of children's progress to inform their planning but are continuing to develop this aspect of their practice in order to more effectively support specific areas of children's learning.

Helping children make a positive contribution

The provision is good.

Children behave well due to the positive strategies that staff throughout the nursery, employ to help them understand acceptable behaviour. Staff use respectful language with children and are good role models. Hence the children are polite and considerate to their peers and carers. Strategies are adapted appropriately to meet the needs of different ages of children. Pre-school children are offered gentle reminders to listen when others are speaking at circle time. Children who attend the out of school care have been involved in discussing their rules and boundaries and have explored the meaning of "respect". This helps them begin to accept the needs of others, to share and take turns and fosters their spiritual, moral, social and cultural development.

The individual needs of children who attend are well met. The setting actively works to provide an inclusive approach and works with parents and other professionals to ensure that developmental targets are clear and regularly reviewed. All of the children in the pre-school are currently learning simple signing in order to communicate with one of their peers. The children have a positive attitude to this, with a clear understanding how it will benefit them all. The setting has a good range of play resources and activities that support children's awareness of the wider world, which enables them to develop a positive attitude to others.

Parents of the younger children are provided with daily written information about their child's day. Staff have regular dialogues with parents to discuss ongoing developmental needs such as potty training and weaning. This consistent care, ensures children's welfare effectively and helps them feel secure. There is a range of written information at the outset and ongoing that ensures parents are kept informed and feel involved. The partnership with parents of funded children is satisfactory. There is written information for new parents about the Montessori method of teaching but less to inform parents about the Foundation Stage curriculum. This means that parents are not fully aware of the curriculum their child follows. This does not enable them to fully contribute to discussions when viewing the documents about their child's progress. Staff talk with parents on a daily basis and there are also more formal opportunities for parents and staff to talk about their child's progress. Staff listen and take account of parents views and wishes, However systems to enable children to benefit from their parents involvement in their learning, are not fully developed.

Organisation

The organisation is good.

Children's development and well being is promoted effectively 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 training needs so that staff develop and update their skills and children benefit from being cared for by motivated adults. Managers advance planning and clear contingency arrangements, ensure good staffing levels are in place and adult: child ratios are met at all times of the day, thereby safeguarding children's welfare. Children are settled and able to take part in purposeful activities because staff are deployed appropriately in room teams which reflect a balance of experience and skills. The setting meets the needs of the range of children for whom it provides. There are clear systems to record all the required information and store them confidentially.

Staff working in the pre-school have or are working towards the necessary skills for their post. All staff have regard to the Foundation Stage curriculum and know how to apply this in practice to support children's development. The manager is involved in the planning process, which is an effective means of monitoring its appropriateness for children. Managers have successfully worked with staff to ensure the Montessori principles work alongside the Foundation Stage curriculum so that children are offered a blend of learning strategies. Overall the leadership and management of the provision is good.

Improvements since the last inspection

The last Children Act inspection recommended that the nursery should give further regard to the levels of safety by improving their daily registration system, young toddlers access to the stairs and an uncovered drain in the outside area.

The nursery has made suitable improvements to the registration systems to ensure children's safety. As well as parents signing their child in and out, each room has a register where they record the times the child arrives and leaves the premises. This enables staff to know how many children they have to account for when carrying out an emergency evacuation of the building. Satisfactory steps have been taken to prevent young children accessing the stairs by raising the door handle to their room. There is also a sign on the door to remind staff and parents that the door must be kept closed at all times. The drain now has a suitable cover to prevent children accessing it.

Complaints since the last inspection

There are no complaints to report.

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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):

- improve the staffs awareness of using risk assessment, so that hazards have clearly identified actions to be taken with timescales; especially with regard to the covered hole and the large stone in the outside area.

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 the partnership with parents for nursery education funded children, so that parent's are more actively involved in their child's learning

and are able to contribute to their child's ongoing development records.

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