

Little Angels Day Nursery

Inspection report for early years provision

Unique Reference Number	223235
Inspection date	17 July 2007
Inspector	Sally Elizabeth Lee
Setting Address	2-4 Angel Row, Angel Street, Market Harborough, Leicestershire, LE16 9QG
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Registered person	Bridget Muriel Crane
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 Day Nursery was established in 2000. It is privately owned and registered to provide care for up to 68 children aged from six weeks to eight years of age, of which no more than 30 children may be aged under two years. The nursery operates for 51 weeks of the year and is open every week day from 07:45 to 18:00. There are currently 113 children on roll, of these, 43 receive funding for nursery education.

The day nursery operates in a specially adapted building close to the centre of Market Harborough and serves the town and surrounding rural area. Children are grouped into four main areas according to age. They have access to toilet facilities and an enclosed outdoor area that has a safety surface. In addition, there is a nursery kitchen and laundry facilities.

Staff have experience of catering for children identified as having special educational needs and for children with English as an additional language. In total 21 members of staff work with the children throughout the week, and of these, 13 hold recognised childcare qualifications and 5 more are working to obtain them. The day nursery has received the Investors in People

Award and receives input from the through visits from the Local Authority. The nursery is a member of the National Day Nurseries Association and has achieved their quality counts award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good hygiene procedures throughout the nursery. They use disposable gloves and aprons when changing nappies and clean tables with an anti-bacterial cleanser regularly during the day. Children learn about the importance of washing their hands from the daily routines and the provision of liquid soap and small paper towels in the toilet areas. They clean their teeth after lunch with their personal toothbrushes and paste which is stored in labelled individual mugs. Any medication administered to the children or any accidents they may have are all recorded carefully and parents sign the record to ensure they are kept informed of these aspects of their child's care.

Children are very well nourished by the excellent nutritious meals and snacks cooked in the nursery. Many of the ingredients are organic and, where possible, locally sourced. Children are offered drinks of water or milk with their snacks and are encouraged to drink water throughout the day to ensure they are well hydrated. The outstanding hygiene procedures within the kitchen area have recently been recognised by the Environmental Health Officer with a three star rating. Children learn to make healthy food choices because staff talk to them about which foods are good for them, and older children learn through the topic they do on healthy eating. They name such foods as broccoli and mushrooms as favourite foods during their circle time.

Children show great enjoyment as they develop their physical skills in the daily outdoor play sessions. They push, pull and pedal the wheeled toys and thoroughly enjoy stretching, hopping, skipping and running during the 'Sticky Kids' sessions. All children have access to the outdoor area daily and babies also go out for walks in the nursery double buggies to the local park or to feed the ducks which widens their experiences of the outside world. Young children's physical development is fostered well by the provision of activities which are planned and provided to ensure they are making good progress in this area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a building which is welcoming and inviting for both children and adults. It is light, bright and well maintained. Examples of the children's own work are displayed attractively throughout the building together with photographs of recent events, such as sports day, so that parents and children can re-live the fun they had. Notice boards display information about the activities the children have been involved in, daily menus, as well as notices of general interest. The premises provide all the necessary amenities for the children, including a fully enclosed outdoor play area with a soft safety surface.

Children benefit because the nursery is well equipped with an inviting range of resources for all ages of children and to support all areas of their play and learning. There are sufficient good quality cots and high chairs for babies and very young children and these are cleaned regularly and checked for safety. Each child has their own bedding which is washed when appropriate. All toys, equipment and resources meet the appropriate safety standards and there are procedures in place to ensure they are safe and clean.

Clear and comprehensive risk assessments ensure children stay safe within the nursery environment. Staff are vigilant and there are clear systems in place to keep children safe, for example, by checking them regularly while they are sleeping and recording this on the sleep chart. The premises are secure and all visitors to the setting have to sign the visitors' record. Children learn how to keep themselves safe by practising the fire evacuation procedure regularly and because staff explain to them why they should not run, and why they should tidy away the toys from the floor.

Children are further protected because there is a clear safeguarding children procedure in place. Staff undertake regular training in this area to ensure they are up to date with any new initiatives and they are clear that the welfare of the child is their most important consideration.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. They settle well and are happy because of the very good staff interaction in all areas of the nursery. Close and caring relationships help children to develop a sense of belonging. Babies and very young children have regular opportunities to take part in a wide range of messy play activities, for example, babies enjoy feeling the texture of the cornflour dough, laughing as they try to catch it. They experiment with paint mixed with a range of different textures from sand to breakfast cereal and sit in trays full of shredded paper.

Children in the two- to three-year-old room are developing their imagination and creativity. They enjoy books and stories and are learning to re-tell the stories of the 'Three Little Pigs' and the 'Three Bears' which they watch being played out by puppets. They too are experimenting with different ways of using paint, with roller balls, mixed with shaving foam and sand and using sponges. They develop self-care skills as they help themselves to their snack, carefully wiping their hands before they do so and putting their wipe in the bin.

All children are treated with respect and have their care needs carried out sensitively by staff, who talk to them as they change their nappies and feed them. They are cuddled and held while they have their bottles. Staff obviously enjoy the company of the children in their care and know each child as an individual.

Nursery Education

The quality of teaching and learning is good. Children are confident, active learners. They come in eager to take part in the activities. They are confident to contribute to group sessions, but are able to sit and listen and take turns when appropriate. They have made good relationships with the staff and with other children and are keen to share their play with others. They develop self-confidence as they take turns to talk about their favourite food or colour and learn to respect each other. They show concern for each other when they are hurt and enjoy taking the responsibility of being a helper at lunchtime. The book area in the pre-school room is very well used, with children lying across the comfortable floor cushions looking at the books, 'reading' stories to each other and sharing favourite books. They enjoy listening to stories being read in large and small groups. They make marks with a wide range of media and are learning that print has meaning. However, there the use of labelling around the room is limited which does restrict their learning in this area.

Children solve problems in their play and are learning to count and use numbers well. They thoroughly enjoy playing the 'plant pot' game in the outdoor area, where they have to find the plant pot which has the appropriate number, colour and shape to match their card, before they can run back to fetch another card and start the search again. They carefully check the pots afterwards, naming the shape and number and making sure all the cards are in the correct pot. Staff are skilled in developing their understanding of number through everyday activities, for example, asking them how many bears there are in the picture in the story. They develop positional language and learn about volume from their play in the sand and water as they pour and measure.

The role play area is very well used in the nursery. Children are taken on visits to the travel agent so that they can then suggest what they would like to put in this area. They confidently 'book' tickets for your journey and ask if you would prefer to travel by car or train, and eagerly persuading you to go to Disneyland, their favourite destination. Children learn about the local community from these visits. Their knowledge and understanding of the world is further developed as they plant vegetables in the outdoor play area, and watch as they grow into tomatoes, courgettes and beans. They look at mini beasts, learning about life cycles, and enjoy caring for the nursery snails. They discuss the weather at circle time and talk about changes that happen in the weather during the day.

Staff have a good knowledge and understanding of the early years curriculum and they use sound systems to plan, prepare, evaluate and assess children's learning. However, these systems do not always link together very well which hinders their efficiency in ensuring children take the next steps in their learning. Staff are experienced and skilled and they know each child well. This enables them to adapt activities to ensure they provide appropriate support and challenge for each individual child. Space is well organised to ensure children develop independence in their ability to access resources and further develop their play. The snack bar system enables children to have sufficiently long periods of time during the session to foster concentration skills and to re-visit activities and further develop their play.

Helping children make a positive contribution

The provision is good.

Children and their parents are treated with respect and equal concern throughout the nursery. Staff know the children in their care well and are attentive to their needs. Children's individual routines, likes and dislikes are recorded before care begins and this information is transferred to their key staff so that they are able to ensure those needs are met. Children learn about the wider world from the books and resources throughout the nursery and from the work done during topics. A sound range of festivals is celebrated. Children's spiritual, moral, social and cultural development is fostered.

There is a clear policy and procedure in place in the nursery for the identification and support of children with special needs. Staff are sensitive to individual children's needs and the setting works closely with parents and other professionals to make sure all children are included in the daily routines and activities at the setting and that there is appropriate support in place to ensure all their needs are met.

Children learn the difference between right and wrong because staff manage behaviour very well. They provide good role models for the children, being polite and respectful to the children and each other. They remind children to say 'please' and 'thank you' and negotiate when there are disputes over toys. Children are encouraged to be kind to one another and staff take every

opportunity to praise them for being kind and for showing care and concern for one another, which they often do during the day. When children do display difficult behaviour, staff work closely with parents to ensure consistency for the child concerned. Distraction is used very well for younger children and behaviour throughout the nursery is good.

Partnership with parents and carers is good. Parents receive good initial information about the nursery and they are encouraged to settle children in to meet individual needs. Regular newsletters let parents know about what is happening in the nursery and annual parents' evenings and termly reports keep them informed of their child's progress. Parents value the welcoming attitude of staff who take time to talk to parents at the end of the day. Daily diary sheets are completed for babies, and care information regarding meals and sleeps are recorded on sheets displayed for parents to see. CCTV cameras in all areas of the nursery allow parents to view their children during the day and those parents who are able to drop in at lunchtimes are encouraged to do so which gives parents peace of mind. However, there is no formal way for the nursery to encourage parents to become involved in their children's learning and this, together with some incorrect details in the complaints procedure, has the potential to damage the strong partnership with parents which has been developed.

Organisation

The organisation is good.

Children benefit because staff have the knowledge, skills and qualifications to provide good quality care and education for the children. There is a clear recruitment and vetting procedure in place and staff are well organised to ensure the adult to child ratio supports children's care, learning and play very well. All children are offered very good levels of support. Practitioners have a high regard for the well-being of the children and this, together with the key worker system which exists throughout the nursery, contributes to children's good health, safety, enjoyment and ability to take part in the setting.

There are good systems in place to highlight any staff training needs and staff are positively encouraged to contribute to evaluating their practice and improving standards within the setting. The quality of the nursery education is monitored carefully by management to ensure children are making progress and the standard of education provided is maintained. Staff work very well together as a team and are encouraged to undertake regular training to ensure they keep up to date with new initiatives and developments. Staff and management of the nursery are constantly striving to improve standards. Leadership and management of the nursery is good.

All the appropriate documentation to ensure children's welfare is protected is maintained in an efficient and confidential manner. Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to ensure planning included reference to the early learning goals. Children now benefit because there is clear reference to how planning takes children through the stepping stones to the early learning goals.

Complaints since the last inspection

Since 1 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 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):

- ensure the complaints procedure includes all the necessary detail.

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):

- develop the use of labelling and signing around the setting
- ensure planning, assessment and evaluation systems all link up to enable children to take the next steps in their learning.

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