

Little Angels Day Nursery

Inspection report for early years provision

Unique Reference Number	404640
Inspection date	07 November 2007
Inspector	Pauline Margaret Todd
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Type of inspection	Integrated
Type of care	Full day care, Crèche

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 Day Nursery is a privately owned facility. It opened in 2001 and operates from one main playroom within LA Fitness, which is situated on a retail park at the east of Bury St Edmunds, Suffolk. A maximum of 18 children may attend the nursery and crèche facilities at any one time. The nursery is open each weekday from 08.00 until 18.00 for 51 weeks of the year. An additional crèche operates from 10.00 to 16.00 on Saturdays. All children share access to a secure enclosed outdoor play area. The nursery can sometimes use the first floor studio for physical activities.

There are currently 34 nursery and 85 crèche children on roll. Of these, eight receive funding for nursery education. Children come from a wide catchment area and attend for a variety of sessions on a day nursery and regular or occasional crèche basis. The nursery supports children with learning difficulties and/or disabilities, and supports children who have English as an additional language.

The nursery employs five staff. All of the staff including the owner/manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted satisfactorily. Some procedures are in place regarding the cleaning of the nursery premises and equipment. However, the floors, some equipment and toys are not sufficiently clean to prevent the spread of infection. For example, high chairs, outdoor play equipment, construction bricks, baby toys and cushions. Children are becoming increasingly independent in their personal care. They use the toilet and hand washing facilities independently. Staff remind them to use tissues to wipe their noses and to place their hands over their mouths when coughing to help prevent the spread of illnesses. Staff follow appropriate hygiene practices when changing nappies, for example, they wear disposable gloves and dirty nappies are immediately placed in the disposal unit.

Children's health details and medical requirements are clearly recorded to maintain their good health. Staff follow effective systems which enable children who are unwell to be cared for appropriately. Suitable procedures are followed regarding the administration of medicines to promote children's good health. Sufficient staff have current first aid knowledge to ensure children's well-being in the event of an accident and detailed records are kept.

Children are provided with nutritious healthy food. They enjoy eating apple, banana and pear for snacks. Lunch times are relaxed, social occasions with groups of children eating together. Meals are provided by parents and stored safely in the fridge until required. Children with special dietary requirements have their needs met appropriately because the parents have provided the setting with detailed information. Babies being bottle fed are generally held comfortably by staff to help develop positive emotional attachments. Older babies sit in high chairs at the table and are beginning to feed themselves. Children of all ages have access to water at all times. They have further drinks at snack and meal times to ensure they have sufficient amounts to keep them healthy.

Babies and toddlers are developing their independence physically and emotionally. They are active and acquiring suitable control over their bodies. They confidently move around the room and go to play outside. They usually sleep comfortably in cots or on floor cushions which promotes their well-being.

All children have a positive attitude to exercise and enjoy going outside to play. They join in enthusiastically with physical activities. They demonstrate good control, co-ordination, and spatial awareness when doing star jumps on the trampoline, pedalling bikes, using the stompers and balancing beams. Children move their bodies in time to the music and join in well with the actions to songs. They stamp their feet, wave their arms, bend down, stretch up, jump and twist. Children regularly use malleable materials with and without tools, for example, playdough. They are developing manipulative skills by using scissors and small scale play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children of all ages benefit greatly from being cared for in premises that are warm and welcoming. There are colourful posters and displays on the walls and mobiles hanging from the ceiling which help them to feel secure and at ease in the setting. There are mats available for children to take part in small scale play on the floor and comfortable gym mats for non-mobile

babies. There is sufficient and accessible storage. Children have independent access to resources, for example, train set, construction, crayons and paper from low storage units and containers which encourage choice and self-selection. There are cots, high chairs, double buggies available to meet a range of physical and emotional needs. Children use suitable furniture which enables them to sit comfortably to eat and take part in a range of activities.

Children are kept safe because staff give them good supervision and are vigilant, for example, they remind children not to flick the sand and ensure harnesses are used for babies' feeding chairs and buggies. They use detailed risk assessments to identify action required, for example, to the outside lights. All staff members have a clear understanding of their roles to ensure children's safety in an emergency. Fire drills are practised regularly.

Children's welfare is suitably safeguarded because staff have a secure working knowledge of child protection procedures. They attend training to improve their understanding. The required documentation is easily accessible for reference. Clear details of the referral routes are available for staff to follow if they suspect that a child is being abused or neglected.

Helping children achieve well and enjoy what they do

The provision is good.

Children's welfare is promoted well because they undertake a range of activities and play opportunities that develop their emotional, physical, social and intellectual capabilities. For example, construction, puzzles, books, sand, playdough, painting, role play and dressing up clothes. Children are confident to play freely. They enjoy and share stories, songs, and rhymes. The staff use the 'Birth to three matters' framework for reference when planning activities which helps them to be aware of the development needs of babies and toddlers. Younger children enjoy investigating the properties of gloop and play with building blocks, stacking cups, rattles, balloons, mirrors, junk material and 'small world' toys to encourage use of their imagination. They regularly experience fresh air by being taken out for walks in buggies and spending time playing outside. They are provided with stimulation and encouraged to use their senses. For example, they hear the sounds of different musical toys and watch the fairy lights.

Staff meet children's needs through sensitive and appropriate interactions that promote children's self-esteem. They talk and listen to the children, maintain eye contact and position themselves at the child's level to support them with their activities. They sit on the floor to join in playing with the train set and cars and at the table to help them to wrap parcels at the post office. Staff give children reassurance and encouragement. They give babies cuddles, rock them in the bouncy chairs and stroke their faces to help them sleep.

Nursery Education

The quality of teaching and learning is satisfactory. Most staff have a sound knowledge and understanding of the Foundation Stage. They are able to pick up on learning opportunities as they arise through routines and play activities. Staff are enthusiastic about learning and try to make the activities fun for the children. Some language and questioning are used to further children's thinking, for example, discussing the difference between the two blue plates at snack time. Planning is used to make sure all areas of learning are covered. However, there is no consistent planning for the basic play provision. The detailed plans for focussed activities do not clearly show the purpose of the activities, how they will be adapted for individual children, or provide sufficient challenge for those that are more able. Although observations are used to identify the next steps in children's learning, the assessments of children's progress are not

used to guide planning so they build on what children already know. Teaching helps children to focus and persist for some time, for example, building towers from bricks, cutting paper with scissors. Suitable use is made of resources and accommodation and children are provided with an inviting, friendly environment for learning.

Children show a willingness to solve problems themselves. They turn parts of the garage around until they achieve the same level to push their cars on. They are developing a positive sense of themselves. Staff give them opportunities to talk about their home and community through discussions, for example, about where they live. They are developing personal independence but have limited opportunities to initiate their own activities and play experiences. Many activities are adult-led and a structured routine is followed. Children are forming good relationships. The older children give the younger ones toys to play with. They interact readily with others and are confident to initiate conversations. For example, they discuss the photographs on the wall with staff, they ask about the thermometer and talk about sausages at lunch time. Children follow instructions well, for example, during music time. They have some opportunities to become aware of sounds in words and recognise the initial sounds in their names. Children draw and paint pictures and staff support them to develop the skills needed to form letters to write their names.

Children use a wide variety of enjoyable, practical activities which help them to achieve in mathematics. They do puzzles, match socks on the linen line, sing number rhymes which involve counting up and back, for example, five currant buns. Children count independently, for example, the number of jumps on the trampoline, the number of building blocks in the towers. Staff discuss with them which one has more. Children say 'it is the tallest in the world'. Children investigate pasta, fir cones, leaves, twigs, wet and dry sand and gloop. They experience cutting, joining and building using sellotape and junk materials. They regularly use everyday technology, for example, computers and a programmable robot. Children explore colour when painting and doing leaf printing. Music sessions are held weekly and children join in enthusiastically with singing nursery rhymes. Children use their imagination well, for example, when playing with the train set and vehicles. They pretend to be dogs and staff extend their play by making a kennel for them. Children tell staff 'call me Frank the sharp toothed dog'.

Helping children make a positive contribution

The provision is good.

Children develop their self-esteem and confidence because the staff give them regular praise and encouragement. For example, for eating up all their lunch and for using the scissors correctly. The management liaises well with all parents to ensure that children's records contain sufficient information to enable appropriate care to be given, for example, their health needs and food allergies. Children with learning difficulties and/or disabilities are warmly welcomed into the setting and given suitable support to promote their welfare and development. Children are helped to develop a positive attitude to others by using some play equipment and books which reflect positive images of race and culture and celebrating festivals. The spiritual, moral, social and cultural development of children is fostered. They play together cooperatively and share the play equipment. Children have planned opportunities to learn about themselves and the local community. For example, they have visitors come into the nursery to talk to them about their work and they go on trips to the local stores.

Children's well-being is promoted by the positive relationships which have developed between staff and their parents and carers. There is a daily exchange of information. The nursery asks parents to complete feedback forms regularly. Parents give positive comments about the care

their children receive and the relationships they have with staff. They are well informed about the activities and childcare practices. Parents receive sufficient information about the procedures for making complaints and the process for resolving them.

The partnership with parents and carers of funded children is good. Parents receive detailed basic information about the setting when they first join. They gain further information about the early learning goals from reading the nursery's prospectus. Most parents have seen their child's assessment record and have made comments. They feel well informed about their child's progress and have regular opportunities for formal discussions with staff. They are involved in their child's learning because they receive ongoing information about the activities and themes planned.

Organisation

The organisation is satisfactory.

The organisation of the setting ensures that children are well cared for by staff who are suitable to meet their needs. The staff and owner work together well to promote children's welfare and learning. The nursery provides a family atmosphere with all children and staff having regular contact with each other. Appraisals are undertaken annually for all staff to make sure they are given sufficient opportunities to improve their skills and identify their training and development needs.

The nursery's operational plan shows how staff, space and resources are used to meet children's needs. However, the current use of a barrier restricts older children's access to the bathroom and staff spend a lot of their time doing and undoing the bolt for them. The barrier limits the amount of space available to the babies to allow them a choice of activities and free contact with other children. The small outdoor area is not being used to meet fully children's needs. Staff use it to offer activities which would be better provided in the warmth and comfort of the nursery room, for example, drawing, construction and small world play. This would provide further space for physical and messy play activities outside.

There is a key worker system in place to welcome children on arrival and observe their development. However, it is the practice of the nursery for staff to work with different age groups daily. This means caring, personal relationships between babies or young children and workers do not develop. Babies are not able to recognise the face of the person who changes them, feeds them, or rocks them off to sleep. Staff do not get to know their individual preferences and rituals or notice changes in their health.

Documents, records, policies and procedures which are required for the efficient and safe management of the provision are kept. Good use is made of high shelves and cupboards for storage to make sure these are available, accessible, and stored confidentially. Policies and procedures are regularly reviewed to meet current guidance and practices. The arrangements for sharing records with parents keeps them well informed about their child's progress and promotes their welfare and development.

The leadership and management of the nursery education is satisfactory. The owner is very committed to making the nursery the best it can be. There is no current system to monitor and develop the provision to ensure that all children achieve their full potential. The nursery is not identifying its own areas for improvement. All children are supported appropriately to make satisfactory progress. Staff are aware of their starting points and work with parents to support children's progress. Staff meet regularly to plan the activities. Overall children's needs are met.

Improvements since the last inspection

At the last inspection, the provider agreed to ensure appropriate bedding and nappy changing procedures are followed and that risk assessments are developed to include food warming, the partition and the use of the studio. Satisfactory action has been taken to make sure bedding and nappy changing procedures prevent the spread of infection and a thorough risk assessment is undertaken for all areas of the nursery premises to keep children safe.

There were two key issues arising from the last nursery education inspection. These were to improve the opportunities for children to learn about keeping healthy and to help children learn right from wrong. The nursery has made steady progress since the last inspection. The nursery is providing activities which help children to learn about adopting a healthy lifestyle. Children are developing good relationships with others.

Complaints since the last inspection

A concern was raised on 29 November 2004 relating to National Standards 1 (Suitable person), 2 (Organisation) and 6 (Safety). Ofsted carried out an investigation by conducting an unannounced visit. Three actions were raised. These were to ensure that ratios are maintained at all times; that only named drivers and identified vehicles are used to transport children and to ensure that written permission from parents is obtained for transporting children in vehicles. In addition, it was noted that the provision was caring for more children than they were registered for. A compliance notice was issued which required the provider to comply with conditions of registration. A satisfactory response was received. The provider remained 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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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):

- improve cleanliness of floors and some equipment to further promote children's good health
- review use of space indoors and outdoors and the key worker system to further meet the needs of babies and young children attending.

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):

- use assessments to guide planning and develop plans to clearly show the purpose of activities and basic play provision and how they will be adapted so all children are sufficiently challenged
- improve the system for monitoring and evaluating the provision in order to identify areas for improvement.

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