

Little Angels Day Nursery

Inspection report for early years provision

Unique Reference Number	EY280913
Inspection date	10 October 2007
Inspector	Tracey Marie Boland
Setting Address	Community Resource Centre, Red Lane, Coventry, West Midlands, CV6 5EE
Telephone number	02476581888 or 76637933
E-mail	
Registered person	Mohammed Shabir Sarwar
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 registered in 2004 and operates from purpose built rooms that are part of the Community Resource Centre in Red Lane, close to Coventry City centre. A maximum of 60 children may attend the setting at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. There are two spacious playrooms, a quiet room, sensory room, sleep room and central area used for meal times and messy play activities. An outdoor play area is provided and accessed each day by the children.

There are currently 50 children aged from birth to eight years on roll. Children come from the local community and adults attending the centre for training courses but vacancies are available to all who apply. The nursery supports children with learning difficulties and or disabilities and children who speak English as an additional language.

The nursery employs eight staff and all hold appropriate early years qualifications to level three childcare and education qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted through the good hygiene routines and practices in place within the nursery. Children learn these routines through the consistent reinforcement of staff and older children are encouraged to become independent with their personal care. Thorough nappy changing routines ensure the comfort of the children and respects their individual preferences and needs.

Children's medical needs are well known by staff and detailed health records are completed and shared with parents. Staff hold first aid certificates and follow appropriate routines when dealing with accidents. Children benefit from a clearly written policy that the setting shares with parents informing them of illnesses that will mean their child should not attend and they will be contacted if their child becomes unwell.

Children enjoy a wide variety of healthy, nutritious meals which are freshly prepared each day off site and transported to the setting. Ample food is provided, taking into account individual dietary needs and preferences and meal times are a happy, social occasion. Place mats have been made for the children which detail their specific dietary needs to ensure these are met. Snacks of fresh fruit are provided during the day. Older children independently access their snack each day.

Children benefit from lots of outdoor play. Safety surfaces are in place as well as a grassed area and an enclosed area is in place for use by the babies. Children sit on friendship benches and enjoy a good variety of resources which include bikes, balls, hoops and small climbing frames. All are freely available and well-maintained. Children have planted flowers and seeds in baskets around their play area and staff check the outdoor area each day to ensure it's suitability.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment where potential risks have been identified and minimised. Staff are vigilant about safety and reinforce the 'house-rules' throughout the day for example no running in the nursery. Daily visual checks ensure all areas of the setting are safe and suitable for use by the children, staff and visitors and detailed written risk assessments are in place and reviewed as needed. Toys, equipment and furniture are safe and in good condition and all electrical equipment is annually maintained.

Children are aware of safety through the consistent reinforcement of staff and good procedures are in place for outings. A clearly written fire evacuation is displayed and the drill practised by the children. Records completed are evaluated to ensure the ongoing suitability of the procedure.

Children's welfare is promoted through staffs good understanding of their role and responsibility when protecting children from abuse and neglect. They are aware of the referral procedures and a written policy is in place however, it does not include up-to-date information about the Local Safeguarding Children Board. Therefore, staff are not fully conversant with current guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a wide variety of activities and play experiences that are interesting, stimulating and enjoyable. They are happy, involved and motivated. Activities are age-appropriate and take into account the developmental needs of the children. They include books, puzzles, sand and water play, messy play such as corn flour and water, art and craft activities and role play. Children enter rooms that are welcoming and bright and their own work is displayed, encouraging their self-esteem and confidence.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and the six learning outcomes. They plan a varied curriculum that is effective, concise and displayed for parents to see. Ongoing observations and assessments are completed which highlight any areas of strength or weakness and the information gained is used to inform future planning.

Children are confident learners who are eager to be involved. They ask lots of questions and are eager to answer any asked of them. They become aware of the wider world and diversity through discussion and their involvement of cultural and annual celebrations such as EID and Bonfire Night and enjoy talking about their own families, cultures and beliefs. They learn about their community and people within it that help us through visits from fire fighters, police and the dentist.

Children use a variety of materials, tools and mediums to build and construct. They complete observational drawings that relate to activities they have been involved in for example when learning about healthy eating, they have bought fruits that are used in the book Handa's Surprise , studied them and drawn them which compounds their learning and encourages their discussions also. Children link letters to sounds through the use of phonics and letter lines are in place. Children's names are displayed and these are used to self-register for snack time. Labels are also in place and displayed around the room in dual languages.

Children use technology with ease and confidence and use the mouse skilfully to access the internet. They learn about the living world and growth through activities such as planting and growing. They become aware of caring for animals and the living world through visits to a local farm where they feed the animals and learn about their life.

Children develop their skills when involved in physical activities learning to balance and climb over, under and through obstacles. They enjoy music and movement and move their bodies in different ways and follow rhythm.

Children enjoy looking at shape and size and use language such as big and small. They take part in activities that look at simple addition and subtraction in planned situations however, children's understanding in maths is not encouraged in spontaneous situations and every day routines. Therefore, their understanding of maths is limited.

Helping children make a positive contribution

The provision is good.

Children learn about diversity and the wider world through a good variety of discussions, activities and celebrations that take place throughout the year and access a excellent variety of resources that reflect positive images of race, culture, gender and disability. Therefore,

children's spiritual, moral, social and cultural needs are fostered. Staff have thorough understanding of children's individual needs and requirements which are respected. Special needs are addressed well and children benefit from the close working relationships that are forged between parents, staff and other professionals.

Prospective parents are welcomed into the nursery to enable them to have a look around and discuss their child's needs and care. Children and parents benefit from a detailed induction and gradual settling in programme which ensures they are happy and aware of the routines in place throughout the day and enables them to develop relationships with the staff and their peers. Detailed discussion takes place with parents and staff collate all the relevant information about the children in order to effectively meet their needs. Very good feedback was received from parents using the setting.

Partnership with parents and carers is good. Parents are well-informed about the service that is provided and are aware of all policies, procedures and health and safety routines that are in place within the setting for example the fire evacuation procedure. Children's work is displayed throughout and the curriculum planning is prominently displayed for parents to see and discuss. Parents are encouraged to become involved in the theme or topic as staff also incorporate things children can do at or bring from home as part of their play. They are kept informed and involved in the daily operation of the setting through newsletters and the use of daily diaries. Parents are very pleased with the care provided and have formed strong relationships with the staff.

Behaviour is good. Children are aware of rules regarding behaviour through staff's positive reinforcement. Older children have a rule of the week that they focus on for example during the inspection it was 'no running in nursery'. Children respond positively to praise and encouragement they receive and staff are positive role models, taking into account the different levels of development and understanding of the children.

Organisation

The organisation is good.

Children are cared for in a welcoming, bright environment and are greeted by staff each day. Their work is displayed which encourages their self-esteem and confidence. Safety is seen as a priority and staff follow thorough routines to ensure the children are safe at all times.

Good procedures are in place and followed for the recruitment and selection of staff who see training as an important part of their ongoing development. All staff hold early years qualifications and routines are in place to ensure children are not left unattended with unvetted adults. Clearly written policies are in place and shared with parents outlining the care provided and written and verbal communication takes place with parents each day to keep them up to date and informed about their child's day. Documentation is detailed and outlines children's individual needs and personal details.

The quality of leadership and management of the nursery education is good. Staff are led by a manager who is good role model for her staff team and has a clear understanding of the ethos of the setting and of the 'Birth to Three' framework and the Foundation Stage. She has a strong commitment to providing good quality childcare and supports and encourages staffs training needs, which in turn enhances the care provided. The setting assesses its own strengths and weaknesses through personal appraisals and team meetings and parents views are also sought. Overall the needs of the children are met.

Improvements since the last inspection

At the last inspection the setting was asked to ensure that consent to administer medication and separate medication records were clearly identified. Very detailed information is obtained with regard to medical consent which is completed by parents as needed and medicines are clearly recorded when given. Parents are informed of any medication given and sign all health records.

Complaints since the last inspection

Since the last inspection 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):

- develop the child protection procedure to include current changes to legislation and the local safeguarding children board

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 resources and use everyday situations and routines to encourage children's interest in mathematical concepts.

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