



## Little Angels Day Nursery

Inspection report for early years provision

**Unique Reference Number** EY292915  
**Inspection date** 31 August 2005  
**Inspector** Suzette Butcher

**Setting Address** Winnington Hall, Winnington, Northwich, Cheshire, CW8 4DU

**Telephone number** 0774 0853539

**E-mail**

**Registered person** Hayley Ashley and Allison Hancock

**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](http://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 is one of two privately owned provisions. It opened in 2004 and operates from three nursery rooms in a converted building in Winnington, Northwich. All children share access to a secure outdoor play area. The nursery opens each weekday from 07.00 to 19.00 all year round.

There are currently 28 children aged from 0 to 4 on roll with one child who receives funding for nursery education. The nursery supports a small number of children with

special needs and children who speak English as an additional language. Children attend from the surrounding areas. The nursery employs six staff, of whom, five hold appropriate early years qualifications and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children stay healthy because practitioners are active in following current and appropriate environmental health and hygiene guidelines. Effective policies and procedures are in place and staff hold current first aid qualifications to meet children's needs in the event of an accident or emergency. Good health and hygiene routines are in place. They are followed by all staff when changing nappies or responding to a child's raised temperature or nose bleed to protect children's health and reduce the risk of infection and cross contamination. Children confidently carry out good hygiene procedures such as washing their hands at appropriate times. However, children's individual independence is not actively promoted when caring for their personal needs and they are not encouraged to fully understand and gradually accept responsibility for their own health or personal care.

Children's dietary needs are successfully met as staff work well with parents to gather, record and review relevant information. Weekly menus are carefully devised to provide a nutritious and healthy diet for children. Menus are clearly displayed on noticeboards and parents have a daily record of their child's diet to provide good continuity of care. Self-help skills and good manners are promoted at meal times as children are encouraged to learn to use a spoon, drink from an open cup and to say please and thank you. Children are offered drinks of cool water or milk on a regular basis and especially when 'it is hot and we are all a bit sticky'. However, children do not access drinks independently and fresh drinking water is not available for children to ask for or help themselves.

All children enjoy different opportunities to be active and develop physical skills in free play indoors or outdoors and in organised games such as Follow my leader or Going on a bear hunt. Young children have fun as they explore and develop their balance and coordination skills when they climb in and out of a tent filled with colourful balls. Older children skilfully manoeuvre a car, buggy or wheelbarrow or manage to balance with a friend on a rocking toy. Colourful streamers provide opportunities to explore dance and movement and to learn about positioning their own bodies in open spaces.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are settled and safe in the warm and welcoming nursery building. Colourful wall displays of children's art work and tactile materials enhance the attractive environment and create a sense of belonging for young children. Areas are

organised and activities well planned to enable children to move about freely and confidently as they help themselves from the good choice of play materials and resources. Toys and equipment are clean, safe and made from different materials such as wood or wicker work. There are suitable resources for different ages and abilities to promote children's individual development. Babies explore their environment in safety with hazards quickly recognised by staff and removed. Large floor cushions and soft play materials create safe areas for babies who are just learning to grasp and explore the immediate area.

Older children are encouraged to be aware of their own safety and the possible impact and consequences of their behaviour. They consider others around them as they play on bikes or pretend to drive cars outside and comment that they 'must not drive fast or crash into people as someone may be hurt'. They learn about road safety and the Green Cross Code on outings, outdoor play or playing with a road track.

Children's safety is assessed and managed well through good regular risk assessments throughout the premises and on outings in the local area. They take part in regular emergency evacuation and learn to follow outlined procedures to protect everyone involved. Children are protected by the staff's good knowledge of child protection as they regularly attend courses and have a clear understanding of issues and procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, settled and relate well to staff and other children around them. The Birth to three matters framework has recently been introduced and is being used effectively to inform planning and extend current good practice to improve the quality of children's learning. However, assessments are in the early stages and programmes for individual children are not in place.

Young children freely explore and investigate their environment as they learn to grasp and activate noisy rattles or cuddle a soft doll. They learn to make connections when they press buttons or turn switches and are thrilled by the outcome in cause and effect toys. Babies and young children have fun exploring different sensory opportunities and develop tactile skills in finger painting or investigate textures and smells with soft pasta or cold baked beans. Musical instruments are skilfully introduced to maintain interest and extend children's fine motor control and increase motivation to create sounds. Young children gradually learn to cooperate and interact with others in play situations as they explore colourful balls in a tent or dig in the sand together. Everyone has a strong sense of belonging in the nursery and children beam with delight when they gather together to sing Happy Birthday to a little boy.

### **Nursery Education**

The quality of teaching and learning is good and has a significant effect on children's learning. Children make good progress because staff have a clear understanding of how children learn and of the early learning goals. This is reflected in planning and in

the wide range of inviting learning opportunities available in a stimulating environment. Staff observe and assess three and four year old's learning in relation to the early learning goals and build on what children already know. This informs planning for group activities. However, the links between assessments, observations and planning are not fully complete as they do not predict next steps in learning for individual children and are not available to share with parents.

Children are encouraged to choose and make decisions within a supportive environment where staff are patient and sensitive to their individual needs. Interest is maintained with a good balance of free choice and adult directed activities as children move freely between areas and are strongly motivated to learn. Children listen attentively to each other and speak confidently in different situations as staff develop children's ability to talk about their experiences and ideas through sensitive questioning. Every child takes a turn to choose a song in a singing session and every child sings and joins in the actions enthusiastically. Children happily approach adults and ask questions or request help. Imaginative role play situations such as a vet's surgery provides new experiences and enables children to develop their own ideas. Children listen attentively to stories and recognise that print conveys meaning when they share books together. Letters and numbers are frequently introduced in play situations and children confidently find their own name at rest time or recognise how many cars are waiting in a queue in outdoor play. Children are encouraged to make simple calculations as they are asked 'how many are left?' or 'how many more do we need?' in everyday situations. They learn to sort, order and compare objects as they tidy toys away and develop concepts of shapes such as making a diamond with their fingers when singing. Children accept challenges and learn about the world around them in topics such as 'India' where they dress up in saris, taste Indian foods, paint with henna or learn new dance movements. Physical skills are developed in regular indoor and outdoor play opportunities.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy learning about different countries and cultures and benefit from the staff's positive role models and attitudes. They have fun playing with resources and opportunities that promote positive images of a diverse society as they dress up or play imaginatively with dolls or soft toys. Children's individual strengths and weaknesses are valued and supported in an inclusive and caring environment. There is a strong, effective partnership between parents, staff and appropriate support agencies to promote the welfare and development of children with additional needs. Individual educational programmes identify achievable targets to ensure children with special needs succeed. They develop confidence and self-esteem as they are fully included in all nursery activities. Children who speak English as an additional language make good progress and are actively involved with appropriate adult support and reassurance. This positive approach fosters children's spiritual, moral, social and cultural development well.

There is a good, well established partnership with parents and carers. Children settle in happily due to the good settling in procedures and the extra support offered by

their keyworker. All required details on individual children are recorded and reviewed by staff and parents on a regular basis. Parents express their overall satisfaction with the quality of care provided throughout the nursery. Written and verbal information is shared on a daily basis to promote effective continuity of care for children and parents state that they are happy with the quality and quantity of the information they receive from the nursery.

Children are all well behaved and good behaviour is consistently reinforced with praise and encouragement and a calm, consistent approach throughout the nursery. Clear boundaries are established which children understand and respect as they wait patiently in the circle for their turn to choose a song or line up at the door to go outside. They respectfully listen to others and happily share tools when playing in the sand or help one another to make a sand pie. Success is celebrated by staff and other children and individuals proudly see their name recorded on a star chart for kind acts or very good behaviour. Younger children enjoy cuddles and reassurance as they develop confidence and an understanding of right and wrong.

## **Organisation**

The organisation is good.

The quality of leadership and management is good. Managers are actively involved in all areas within the setting as they lead by example and provide good role models for staff and children. The enthusiastic staff work well together as a team and communicate effectively with each other and parents. An appraisal system is in place and staff recognise the importance of evaluating progress and making improvements. The nursery's philosophy statement which refers to providing 'care, patience, understanding and kindness' for pre-school children is reflected throughout the nursery and visibly promoted by staff and management. This ensures that children are cared for in a positive and supportive environment with keyworker systems in place to provide individual support to 'form strong positive relationships with staff and peers'.

Staff are experienced, well qualified and have a commitment to continually improve their knowledge and practice of childcare in their ongoing training and development programme. The nursery curriculum, planning and assessment procedures have recently been reviewed and adapted to improve their effectiveness and meet the needs of children across the age ranges. The introduction of the Birth to three matters framework for the younger age range and the staff's good knowledge and implementation of nursery education curriculum for the Foundation Stage maintains and extends the quality of care and learning for children.

Staffing levels are organised to ensure that children have good levels of support at all times. All required policies and procedures are effectively in place to promote positive outcomes for children and their families. Space, time and resources are effectively organised to promote children's safety, care and learning. Overall, the nursery meets the needs of the range of children who attend.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

### **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):

- promote children's understanding of their own health and hygiene needs to encourage independence and enable children to become responsible for their own health and personal care
- ensure that children have access to fresh drinking water at all times.

#### **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):

- complete the links between planning, observation and assessments to predict and plan the next steps for individual children and share with parents (also applies to care).

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