

Little Angels Day Nursery

Inspection report for early years provision

Unique Reference Number	255142
Inspection date	25 January 2008
Inspector	Bernadina Laverty
Setting Address	2 Davison Road, Smethwick, West Midlands, B67 6JL
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Registered person	Vivienne Bent
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

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 satisfactory. 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 opened in 1991. It operates from a converted semi-detached house which has been extended to offer additional space. The nursery serves the local areas of Smethwick, Bearwood and Oldbury.

There are currently 69 children on roll from six weeks to five years old. This includes 19 funded children who are in receipt of nursery education funding. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. Children attend both full and part-time. The nursery is open from 07.30 to 18.00 five days per week, closing for bank holidays, Christmas and New Year.

There are 10 practitioners working with the children, all of whom have early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted within the setting because practitioners follow appropriate health and hygiene practices. For example, they steam clean areas and use antibacterial spray so as to minimise the spread of infection. Effective, hygienic procedures are in place for nappy changing such as the use of disposable gloves and aprons. Consistent routines help children to adopt appropriate hygiene practices including hand washing before meals and after using the toilet. Adequate procedures are in place to ensure children are cared for appropriately in the event of illness, minor injuries and accidents. These include ensuring practitioners are on site that hold valid first aid certificates and there are easy access to first aid boxes. However, the accident and medication documentation are not always countersigned by parents so as to acknowledge they have been informed of all accidents and medication administered to children. This potentially compromises children's welfare.

Children benefit from regular physical activity which helps to develop their muscles, co-ordination and confidence. Babies and toddlers confidently refine their mobility skills by practising crawling and walking skills within a safe, spacious environment. Children enjoy daily opportunities for fresh air and exercise including walks within the local community and use of the outdoor play areas to refine skills such as peddling, manoeuvring wheeled toys and balance. Indoors, they enthusiastically join in action songs and rhymes, encouraged by animated practitioners. Children confidently demonstrate awareness of their body parts as they point to their knees, ankles and ears and move with coordination and agility as they join in with their favourite songs.

Children are provided with a wide range of healthy drinks and snacks including milk, water and fruit. Meals are varied, nutritious and freshly prepared. The menu is displayed for parents and includes options to encourage healthy eating such as salad. Children's individual needs are discussed with parents, including sleep and feeding routines and practitioners record details of any specific requirements or allergies, ensuring all children's individual needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in an environment which is clean and safe because practitioners are deployed effectively and children are supervised at all times. Access to the premises is monitored and there is a visitor's book in place to support the setting's security arrangements. Children have access to varied, quality resources that are checked for safety and suitability. Babies have access to a wide range of developmentally appropriate resources including treasure baskets containing safe and suitable equipment, which babies find fascinating and enjoyable.

Senior practitioners carry out an overall risk assessment of the premises and playrooms contain an action plan to highlight any emerging hazards. However, these are not always updated consistently or reviewed alongside the overall risk assessment to reflect that they have been addressed, thus compromising the setting's safety procedures. Children are learning to keep themselves safe as fire exits are clearly indicated and evacuation procedures are practised regularly. This ensures that children are learning to evacuate the building calmly and how to react in an emergency situation.

Children are protected from potential abuse or neglect as practitioners understand the importance of child protection and are clear about reporting procedures. They update their knowledge and skills by attending training courses, enabling them to recognise the possible signs and symptoms of abuse and neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enjoy their time at the setting. They arrive very confidently and settle very quickly as they are welcomed by enthusiastic practitioners. They develop positive relationships with practitioners and each other and respond well to routines. The 'free flow' system has a positive impact on children's behaviour as they can move freely between activities and rooms. Practitioners work well as a team and are enthusiastic and committed within their roles. They show obvious enjoyment in their work, enthusiastically joining in activities and songs ensuring children enjoy their time at the setting. Children take part in a good range of activities including, painting, bubbles and role play.

Practitioners implement the 'Birth to three matters' framework effectively in their practice because planned experiences ensure children are learning through all of their senses. They explore texture and smell whilst playing with shaving foam and glitter, showing fascination as they rub the foam between their fingers and revelling in the mess as they splatter the shaving foam. Babies chatter and babble whilst playing, demonstrating their developing communication skills. They respond to the welcoming surroundings and show fascination whilst playing with treasure baskets. Older children demonstrate good levels of self-confidence and interact well together. They play 'Pool' with skill, explaining the rules to each other until a winner is declared. Children demonstrate good empathy skills and behaviour as they learn to share and take turns from an early age and understand the needs of their peers. Practitioners respond promptly and with genuine interest to children's questions and conversations. Children's work is attractively displayed within this welcoming environment. This helps children to feel valued and appreciated.

Nursery Education

The quality of teaching and learning is satisfactory. Practitioners have an adequate understanding of the Curriculum guidance for the foundation stage and the early learning goals. However, some practitioners lack confidence and sufficient training in order to deliver the curriculum effectively. Assessment records are not consistently updated to give an accurate picture of children's progress and as a result, assessments are not used for future planning. The management team is aware of the areas for further development in their delivery and evaluation of the educational programme and are in the process of devising a training programme to support the professional development of practitioners in pre-school.

Teaching is broadly planned to cover the six areas of learning and includes a range of stimulating and challenging activities. The learning environment reflects the local community and the wider world. However, it is currently being re-organised to reflect defined learning areas, so currently lacks definition. Practitioners manage children's behaviour well by using positive behaviour strategies such as negotiation and compromise. Children are encouraged to consider the consequences of their actions. This helps children to take responsibility for their own behaviour. There is provision to cater for children with learning difficulties and/or disabilities and those for whom English is an additional language, as practitioners recognise the importance of working in partnership with parents and other professionals.

Children form good relationships with practitioners and each other. They are responding positively to gentle reminders about sharing and taking turns. Children demonstrate established social skills as they use appropriate manners as part of their interactions. For example, they thank practitioners when they receive compliments about their colouring and say "excuse me" when they try to get past their friends. Children are developing some mathematical skills through play such as shape recognition and joining in number songs. However opportunities for children to count during routine activities and recognise patterns are not always exploited, limiting children's learning. Children are learning about the local environment through visits and discussions. They visit a zebra crossing as part of their road safety topic and outside visitors enhance this learning. For example, visits from a school crossing patrol officer, dental hygienist and a nurse help to bring children's learning to life. However, opportunities for children to handle artefacts are limited. Children are recognising changes in the weather as they describe it as being 'cloudy and cold'. They are developing some technological skills as they have access to a computer, although this is not used frequently enough.

Children are sociable and articulate and confidently describe their favourite foods. For example, they describe the colour and texture of sprouts and admit to enjoying the taste. They practise their writing skills by using chalks and taking part in tracing activities. However, they have limited opportunities to enhance their phonic knowledge as the setting have not yet embraced the current guidance on teaching phonics and sounds. Children see labels within the environment, although some of the notices within the pre-school room are not appropriate examples of handwriting, letter formation or spelling. Children demonstrate physical skills such as bending, stretching and pointing to body parts during dance activities. They recognise changes within their body. For example, they talk about being out of breath and needing a drink after dancing and exerting themselves. Children explore colour by painting large boxes to make cars. They use their imagination as they pretend to drive their cars making 'vroom' sounds as they navigate around the play room.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the nursery, where their individual needs are respected and catered for by attentive practitioners. A consistent, daily routine helps children to feel secure and a sense of belonging as they can predict the flow of the day. Children's work is displayed within the setting and they demonstrate pride and self-confidence as they point out their pictures on the wall. Children have opportunities to play with resources and take part in activities which promote a positive view of the wider world. They are beginning to learn about diversity by celebrating cultural festivals and through toys and resources that reflect positive images of culture, gender and disability. The library includes a wide selection of books relating to children with specific conditions such as Autism and Diabetes. Practitioners have a positive attitude to inclusion which includes working closely with parents and liaising with other relevant professionals when necessary.

Children play well together and develop an understanding of the behaviour expected from them. For example, younger children are encouraged to share resources and not to snatch. Practitioners patiently negotiate with children and give them time and space to understand their emotions, as a result children spontaneously apologise to each other when necessary. Children's spiritual, moral, social and cultural development is appropriately fostered.

Partnership with parents and carers is satisfactory. Children's achievements and daily routines are discussed at arrival and collection times ensuring children's needs are met. Parents receive

detailed, helpful information about the provision and participate in surveys ensuring their opinions are sought and valued by the setting. Parents share their skills with the nursery by giving talks and presentations about their professions, including the role of a nurse, dental hygienist and fire officer. Parental feedback outlines they are happy with the setting, that practitioners are friendly and that their children have settled in well. However, the information provided in relation to nursery education assessments of children's progress is incomplete and thus does not give an accurate overall picture of children's attainments.

Organisation

The organisation is satisfactory.

Children benefit from attending this well-organised and friendly nursery. Practitioners know their roles and responsibilities, work well together as a team and form warm, meaningful relationships with children. This ensures that children are settled and content whilst at nursery and offers reassurance for parents and carers.

Practitioners are appropriately qualified and recruitment and vetting procedures are thorough, ensuring only suitable adults work with children. Practitioners participate in meetings, supervision and appraisals to discuss practice issues and identify professional development needs. Children's personal information is stored securely, which helps to maintain confidentiality. All required documentation is in place, although procedures for auditing the accuracy of documents are inconsistent, limiting the reliability of some paperwork.

Leadership and management is satisfactory. The senior management team are supportive and 'hands on' within the setting, acting as positive role models for the rest of the team. The management team has a clear vision for the future. However, systems to monitor and evaluate the strengths and weaknesses of nursery education are being updated, developed and yet to be consolidated. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last care inspection the setting were asked to improve hygiene practices in relation to potty training and first aid training and improve documentation regarding the operational plan, behaviour policy and lost child procedures. Hygiene practices and pertinent documentation have now been reviewed and updated in accordance with the National Standards. The implementation of these recommendations ensures children's safety and well-being is fostered.

At the last nursery education inspection the setting were asked to provide more opportunities to include mathematical language in everyday activities. Although, some improvement has been made in this area, opportunities to spontaneously explore mathematical thinking are still limited, and therefore, this is carried forward as a recommendation from this inspection.

Complaints since the last inspection

Since April 2004 there has been one complaint made to Ofsted which required the provider to take further action in order to meet the National Standards.

In May 2004 concerns were raised regarding noise levels, exceeding numbers and lack of supervision. These concerns related to National Standard 2: Organisation and Annex A: Babies and Children under two. Ofsted investigated these concerns by undertaking an unannounced visit. Two breaches of National standards were identified and as a result, two actions were required; ensure that attendance records of children, staff and visitors are accurate; improve

the systems in place for dealing with complaints. Ofsted is satisfied that the registered person has taken appropriate steps to address the concerns, and the provider remains 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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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 systems for monitoring and evaluating the effectiveness of documentation used by practitioners to ensure accuracy and reliability
- ensure written records for administered medication and acknowledgement of accident recording are consistently completed
- update action plans and daily safety checks once risks have been minimised or eradicated so as to inform the overall risk assessment.

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):

- ensure assessments are consistently completed so as to assist in planning for children's future learning needs. Audit these systems as part of the evaluation of the quality of nursery education
- provide further opportunities for children to develop their knowledge and understanding of the world, mathematical development and communication language and literacy. This is with regard to the use of technology and handling of artefacts, understanding sounds, phonics and letter formation in line with current guidance and mathematical thinking with regard to counting and patterns
- ensure labels within the environment are accurately spelt and appropriately written so as to help children understand print carries meaning.

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