

# Little Angels

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY349403
<b>Inspection date</b>	14 May 2008
<b>Inspector</b>	Joan, Patricia Flowers
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 Nursery private day nursery was re-registered by the current owners in July 2007. The premises are situated in Preston, overlooking Moor Park. The setting is registered to provide childcare places for up to 60 children under eight years of age. The baby unit, housed on the ground floor, accommodates up to 21 children under two years of age. There are 72 children on roll aged between birth and five years. The setting also provides care on the first floor, with the second floor used for storage and staff facilities only. The children have access to three secure outdoor play areas within the perimeter of the grounds. Little Angels Nursery is registered to provide free nursery education places for eligible three and four-year-old children.

The registered provider employs a suitably qualified childcare manager who heads a staff team of 15. 12 of these staff are qualified or relevantly trained in childcare and three are unqualified.

The nursery is open all year round between the hours of 07.30 and 18.00.

Support, training and guidance are obtained from the Local Authority Sure Start development team and the setting is a member of the National Day Nurseries Association.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a healthy and clean nursery environment. Staff are very aware of the need to maintain good standards of hygiene in the setting, ensuring toys and equipment are cleaned regularly. They encourage children to learn about the importance of hand washing routines, and display pictorial reminders to assist them with this. Hence, the risk to children from cross infection is minimised effectively. Children's health is well protected by staff who have up-to-date knowledge of first aid and are aware of the correct administrative procedures to follow if children have an accident or require any necessary medication. Care plans are in place for children with specific needs to enable staff to offer them appropriate care. The sickness policy is formally shared with parents thus helping to reduce the spread of illness in the setting. Children's health is well promoted, as they are actively encouraged to develop an awareness of how to keep themselves healthy through activities. These include learning about the kinds of food to eat, hand washing and physical activity sessions inside and outside. Children rest at set times as well as when taking part in tabletop activities and at story times. Babies' sleep and rest needs are accommodated according to their individual routines so they can grow and develop and their emotional needs well met.

Children are encouraged to develop a positive attitude towards healthy eating through the nutritious snacks they are offered. They enjoy a wide selection of fresh fruit at least twice a day and mid day and afternoon meals are nutritious and healthy so that children's health and growth is promoted well and they develop healthy eating habits. Staff liaise with parents closely regarding children's individual dietary needs and preferences and ensure that this information is recorded and acted upon by all staff. Children with special diets are carefully monitored during snack and lunch times and procedures are effective in ensuring they are not exposed to food they are allergic to. Children have access to water at all times from the water jugs in every group room. Babies have regular opportunities also to have a drink. Hence, all children have enough fluids throughout the day or session and are learning to recognise their own needs as they become more independent. Children's dietary needs are therefore well met.

Children's physical development is well supported by staff. All children are given appropriate challenges to encourage their physical skills. For example, rolling the ball to the baby, putting toys out of babies' reach and encouraging children to take their first steps. Staff are all aware of how to support specific areas of children's physical development. Children have access to a wide range of large and small equipment to aid their physical development and coordination so they make good, steady progress. Children have regular access to fresh air and exercise, usually twice each day. Babies and young toddlers are taken for walks in their prams and enjoy their dedicated outdoor play area where they have the freedom to move their bodies and negotiate the age appropriate equipment. Children have regular opportunities to dance to music, climb up equipment and slide down, develop skills in throwing and catching objects and in balancing. One group of older pre-school children enjoyed an impromptu game of football that left them out of breath and laughing.

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

The provision is good.

Children are warmly welcomed into the setting by staff who take an interest in them as they arrive. The nursery is brightly decorated with children's artwork displayed prolifically, helping

them to feel a sense of belonging. Playrooms contain furniture and resources, which are age-appropriate and all rooms have a quiet area with books and soft furnishings to provide children with a space for relaxation. Children's toileting needs are generally well met, however, nappy changing facilities in the toddler room require some up-grade to improve the quality, dignity and comfort of children. Play space within the baby and toddler rooms have been carefully considered to ensure children requiring walking aids, such as push-toys, have the free space to practise, successfully promoting their independence and self-confidence safely. Children are presented with a wide range of toys and activities that are easily accessible in order for them to learn to make decisions. For example, in the baby room there is a selection of toys placed on the floor and low shelves for them to stretch and reach for. Older children also have an equally wide range of choice with all items made readily available for them to self-select from labelled drawers and basket containers. Consequently, their confidence and independence is well supported.

The positive steps taken by staff consistently promote children's safety. For example, radiators are protected and safety gates restrict children's access to unsuitable areas that potentially pose a hazard to their safety. The security of the building is effective in supporting children's safety as, for example, staff admit visitors and parents into the nursery and are particularly vigilant about checking all unknown people's identity. A good awareness of safety through the regular practising of the emergency evacuation drill promotes children's understanding and awareness of how to stay safe. Fire exit signs in one area however were not displayed. Children are developing an awareness of personal safety as they respond positively when playing with outdoor equipment and taking calculated risks, for example, balancing on the tyres or climbing up the ladder to reach the platform of the climbing frame. They are learning about how to handle objects like scissors and cutlery safely.

Children are safeguarded because staff clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. The manager is effective in ensuring that staff attend training in this area so their up-dated knowledge benefits children and ensures that they are protected from risk of harm. Clear written procedures support this good practice very well informing parents, carers and staff so all children benefit.

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

The provision is good.

Children are stimulated well by the range of interesting activities made easily available to them; for example the children delight in role play activities, they explore sand and water, and they use construction and art materials as they creatively paint pictures at the easel and design and make models with re-cycled materials in the workshop area. The children are confident in expressing their needs such as asking for seconds at lunchtime and they develop their independence as they select their chosen resources from the shelves and baskets. Babies use a wealth of sensory play equipment that they find interesting and engaging. Staff have received training in 'Birth to three matters' and therefore are well informed about how to promote children's development and do so effectively. This ensures that children under three receive a consistent programme of activities to assist their learning and enjoyment. The warm and caring relationships between the children and all the staff are promoted very effectively so children feel secure and happy in the setting.

### **Nursery Education**

The quality of teaching and learning is good. The staff have a sound knowledge and understanding of the Foundation Stage and the stepping-stones. This is reflected in curriculum plans, which are guided by the early learning goals and work well in practice, providing children with a wide range of experiences. The staff observe children involved in activities and in free play and record what children have learnt from their observations. This knowledge is then used effectively to plan for the next steps in children's individual learning. This ensures that children's progress is monitored and their learning is tailored to meet their individual needs towards achieving the early learning goals. Staff are skilful at asking questions to make children think, such as, 'listen carefully to the story so you will be able to answer the questions at the end'.

Children are confident and motivated to learn. They participate in activities, some of which they initiate themselves, such as role-play in the home corner. This activity enables the children to develop their social skills, for example, the children learn to negotiate, take-turns and organise their roles such as who will 'cook' or 'wash up'. The children use these opportunities to talk about their personal experiences, such as, what they think they may have for tea tonight. Through their discussions, planned activities and free art the children demonstrate an understanding of what they learnt when they looked at the life cycle of the butterfly. They created a three dimensional model of a cocoon, mounted on the wall as part of their display and they explored the different textures of materials that could represent the wings of the butterfly. Children planted some sunflower seeds knew they needed some water and some sunshine to grow. Children's understanding of the natural world is thus encouraged. Children use technology such as computers, telephones and programmable role play resources such as cash registers and pretend domestic equipment to support their learning. They explore objects with magnifying glasses noticing the changes that occur as the caterpillars change into butterflies.

Children are excited and motivated to learn, they join in new experiences with enthusiasm. They form good relationships with staff and their peers, which promotes their sense of well-being. Children have opportunities to develop their independence through participation in routine activities, such as, managing their own personal hygiene, pouring their own drinks and tidying away toys after an activity. During 'free play', they independently choose from the array of toys and activities stored in clearly labelled storage boxes. Children are making good progress in early communication skills. Most speak clearly and with confidence; confidently answering the questions posed by the staff member after listening to the story about Fran's Flowers. Children enjoy listening to stories; they sit well and listen with focus. They are able to help themselves to books from the selection available and 'read' to others, turning the pages carefully and showing the illustrations before putting them away neatly. They are learning well about how books work because the staff explain this before they start to read the storybook to them. They talk to the children about the 'Author' and the 'Illustrator', for example. One four-year-old correctly matched the initial sound of the inspector's name with children in his group with names that started with same initial sound. Children have opportunities to practise their writing skills, write their names, and form numbers with varying degrees of competency. Some older children write their names clearly in well-formed letters. Children speak clearly to communicate their thoughts and ideas and they are supported well in this area by the staff who introduce children to new words.

There are opportunities for children to become familiar with numbers, shape and size. Displays show children are learning about the value of numbers as they place objects in sequence from one to 10. The staff seize opportunities to count out by rote when the children are lining up and when they are going up and down the stairs and children take it turns to count how many cups are needed for each table at snack time. These activities allow all children to develop their

skills and confidence in counting and sequencing. Children are learning about symmetry when they make their butterfly prints and can match different shapes successfully when completing jigsaws. Children move confidently and are developing good coordination skills. Most handle a range of tools and small equipment very well, such as, cutlery, pencils and scissors. They enjoy making displays using a variety of different materials, such as, cotton wool, tissue paper and card to develop their creativity. Their imagination is well developed as they dress up and move in time to the different music. Children can select the correct musical instrument when they listen to the music tape of that sound.

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

The provision is good.

Children are cared for by staff who know each child's individual needs. All children are fully included in their group with activities offered to support their particular age and stage of development and so are encouraged to reach their full potential. Because the staff respond to children's individual needs, good relationships are fostered enabling children to feel secure and happy. Children enjoy receiving plenty of praise and encouragement for their achievements and for helping with small tasks like putting the place mats out at meal times or helping to tidy the toys away before going to play outside. Staff value and respect the children, thereby they gain self-esteem and a sense of belonging.

Children's spiritual, moral, social and cultural development is fostered. Children engage in activities that help them gain awareness of the lives of others, through practical activities including food tasting, craft activities and dressing up. They play together and share some of their family customs with the rest of their group when celebrating different festivals or cultural events. Written labels and signs are displayed in different languages, such as, Punjabi, Gujarati and English so children feel included and welcome. Children receive regular praise and encouragement for their achievements. Consistent methods are used for managing children's behaviour by all staff, so that children are encouraged to learn right from wrong. Staff prepare children in advance at routine times so children are prepared for the next activity, which enables them to know what is going to happen next. This gives good warning to finishing their particular activity. Staff are excellent role models to the children. They are calm and consistent in their approach to managing children's behaviour and continually reinforce good behaviour and make the children feel proud of themselves.

The partnership with parents and carers of children who receive nursery education is good. Parents are given clear information about the nursery education in the nursery prospectus, through discussion with staff and also by information shared on the notice boards in the group room and in the newsletter. They are invited to regular parents evenings to share information about their own child's progress. The valuable information shared between staff and parents, both formally and informally, provides opportunities for staff to suggest how parents can enhance their children's learning and progress at home.

### **Organisation**

The organisation is good.

Suitably robust recruitment and vetting procedures contribute to children being protected and cared for by staff with knowledge and understanding of child development and who are appropriately checked. Staff receive a detailed induction into the setting, including the nursery's policies and procedures, which helps them to understand their role in caring for the children.

Continued appraisals and on-going staff training ensures all staff attend courses relating to 'core' topics such as first aid, food hygiene and child protection. Individual training needs are discussed and considered against the aims and requirements of the setting. Good use is made of staff meetings to share practice issues and cascade information obtained from training events.

Staffing levels positively support children's care, learning and play; ratios are maintained and deployment of staff supports children's care and learning very well. Recording systems are effective in supporting children's care and are maintained confidentially to support their privacy.

Leadership and management of the funded nursery education is good. The manager takes a full and active part in the monitoring of the delivery of the nursery education provision and works closely with the pre-school coordinator and the local authority early years advisors. The staff team are enthusiastic and have a positive vision for the children receiving nursery education. To this end, they continually evaluate their practice to improve the provision for children so their learning and progress is enhanced. The workload, including planning, is shared between the whole team to ensure that they are each familiar with the delivery of the early years curriculum, all working together towards planning activities to support each child's individual learning. The staff observe and assess children's progress and use this knowledge to plan activities so that children can make progress along the stepping stones. However, this system is undergoing change in preparation for the introduction of the Early Years Foundation Stage as staff become familiar with a different approach.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

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

Since registration 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.

## **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 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 that the requirements of the fire regulations are met in respect to the fire exit signage in the baby unit and improve the provision of nappy changing facilities for the two and three-year old children.

### **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):

- continue to develop and evaluate the current systems used to monitor children's learning and development so observation and assessment informs future planning for individual children effectively.

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](http://www.ofsted.gov.uk)