

# Little Angels

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY338333
<b>Inspection date</b>	12 June 2008
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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 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 Nursery opened in 2006 and operates from converted premises in a residential area of Brighton, East Sussex. A maximum of 31 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 45 children, aged from birth to under five years, on roll, six of whom receive funding for nursery education. Children come from a wide catchment area as most of their parents travel to work in the local and surrounding area. The setting supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs nine staff. Eight staff, including the manager, hold appropriate early years qualifications and one staff member is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a clean environment where they learn to follow good hygiene practices. There are effective procedures in place to prevent the spread of infection. Staff monitor hand washing after toileting and before snack and explain to children the need to wash their hands. However, when playing outside, the organisation of cups means that younger children are helping themselves to all the drinks and leaving them on the floor. This means the risk of cross-infection has not been sufficiently minimised. Children who are infectious do not attend which helps prevent the spread of contagious diseases. Clear information on infectious diseases is displayed within the nursery to ensure parents are kept fully informed at all times.

A high ratio of staff hold a current first aid certificate, which means children receive appropriate care if there is an accident. Parents give prior written consent to administer medication, which ensures children receive the correct dosage.

Children enjoy varied and nutritious meals and snacks. Staff find out about dietary requirements and medical history prior to children starting to ensure that these are met. Fresh drinking water is available to children at all times and staff encourage them to drink often, especially in warm weather, to prevent dehydration.

Children enjoy plenty of exercise, which is good for their health. Staff have a sound knowledge of the Birth to three matters framework; they use the guidance well to provide a range of physical play experiences for babies and young children. Babies are encouraged to stand, crawl and extend their own physical skills through interaction with the caring staff. A wide variety of activities helps older children gain increasing control of their bodies, for example, as they dig in the sand or as they pour their own drinks. All children are able to rest and be active according to their needs.

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

The provision is satisfactory.

Age appropriate play equipment is provided in each room and suitable resources, such as high chairs and cots, are readily available to meet young children's needs. Babies spend much of their day in a self-contained environment. Here they have space to investigate their surroundings in safety and use a range of supportive equipment as they increase their mobility.

Children benefit from playing in a spacious, well organised environment. This allows them to move around and choose freely from the resources available. Toys and resources are carefully selected to ensure they are suitable for children. Children are encouraged to help tidy up at particular times of the day. This helps them to take responsibility and to look after the resources and their environment.

Children are cared for in premises which are secure and generally well maintained. Regular risk assessments, indoors and outdoors, help to ensure children's safety. However, hazards to children's safety in the garden have not been sufficiently minimised to ensure children's safety at all times and rugs in the indoor area pose a tripping hazard. Children and parents are warmly greeted on arrival and this supports children to enter confidently and happily. Good displays of children's work adorn the walls, helping to develop their self-esteem.

Staff have a good understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This ensures staff quickly recognise when a child is being abused and can act in the child's best interest.

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

The provision is good.

Children are relaxed and familiar in the setting. They confidently go to staff for support, which indicates that trusting relationships are built. For example, staff greet children by name and welcome them into the setting. They hold out their arms to babies who happily go to them.

Staff use the Birth to three matters framework well to plan and provide activities for young children's development. Babies and toddlers enjoy playing with a range of resources that they are able to help themselves to. Older children are interested in the activities available and are able to spend time concentrating on self-chosen activities. All children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for.

Children show independence and make choices about the toys and resources they want to play with. A wide range of appropriate resources and activities effectively promotes children's development. However, some group times during the day do not meet the needs of the children attending due to the wide age range of the children, resulting in missed opportunities.

### **Nursery Education**

The quality of teaching and learning is satisfactory. The manager completes all planning for the Foundation Stage, which is clear and promotes children's next stage of learning. Clear records of achievement are maintained, updated regularly and shared with parents. However, some staff have a limited understanding of the Foundation Stage and are not encouraged to play an active role in observing funded children or planning for their next stage of learning. This means opportunities to utilise resources to promote learning, through extending or adapting activities, are missed, as staff are not clear or aware of the next steps.

Children are independent. They see to their personal needs, such as visiting the toilet and washing hands. Children are generally developing good relationships and get on well with peers and adults. They understand the need to share and take turns when playing together, but on occasions find this difficult due to the organisation of the group and their differing abilities. Children are beginning to understand that their lives are different from those of others around them. They speak confidently to peers and adults. They talk openly during group time about their home lives and families and express their ideas and experiences well.

Children enjoy books and are given opportunities to read and write their names, and a variety of activities increase their awareness of the different purposes of writing. Children count confidently and are beginning to recognise numbers that are important to them. They have opportunities to enjoy number rhymes and songs and can recognise the number of a group of objects without counting. They learn about size, shape and using appropriate mathematical language through practical activities and have opportunities to use information and communication technology. Children receive many opportunities to explore texture, colour and shape, through paint, wet and dry sand and water play, and to use their imagination in creative activities, such as art, music and role play.

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

The provision is good.

The nursery finds out about children's individual needs before they start to ensure that these are respected and met. Settling in procedures are in place to ensure children and parents are happy. A range of opportunities are planned for children that give them opportunities to celebrate a range of festivals and cultures and to find out about the world around them. Clear procedures are in place to support children with learning difficulties and/or disabilities through liaison with parents and other agencies. Children's spiritual, moral, social and cultural development is fostered.

Children generally behave well. Staff are consistent in their management of behavioural issues and set clear boundaries. They praise and encourage children's positive behaviour, promoting their self-esteem. Children generally play cooperatively with each other. They learn how to share and take turns. However, some group activities do not always encourage positive behaviour due to the wide age range completing. Babies gain lots of support and interaction from staff who praise and encourage each child. Staff working with babies are well deployed to meet their individual needs. They promote their confidence and self-esteem, supporting each child in their play to encourage sharing of toys. For example, a staff member sat with two children playing with a puzzle, interacting positively with them about what they were doing, and praising and encouraging them appropriately.

The partnership with parents is good and this contributes to a great extent to children's well-being while at the nursery. Parents receive good information about the Birth to three matters framework and the Foundation Stage. Staff are friendly and approachable, and ensure that all parents know how their children are progressing and developing. Information regarding the educational provision is displayed on notice boards within each room, detailing plans for the week. Parents receive regular newsletters and a consultation evening is held twice a year.

## **Organisation**

The organisation is satisfactory.

A wide range of policies and procedures support children's care appropriately. These continue to be reviewed and updated to reflect provision within the setting and provide meaningful information to parents. Clear recruitment and induction procedures are in place to help safeguard children and ensure the suitability of staff. Children benefit from a consistent staff team who provide continuity of care within the setting. However, staff's understanding of their role and how they communicate with children occasionally does not support this to ensure they act as positive role models at all times. Children are offered a suitable combination of structured groups and free play throughout the day. However, the organisation at times of children does not fully promote their well-being.

The leadership and management is satisfactory. There is a strong commitment to staff development as the provider ensures a rolling programme of training in key areas, which promotes children's welfare. The provider and manager have weekly meetings to discuss relevant nursery issues. The management and staff have regular meetings every four to six weeks. However, staff do not play an active role in planning for children's next stage of learning as the manager completes all planning for funded children. Clear records are maintained, but these are not shared with the staff to encourage them to play an active role. The setting meets the needs for the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, two recommendations were set: to continue to ensure children have access to a broad range of resources and activities that reflect diversity; and to ensure all parental written consents are in place in respect of permission to seek any necessary emergency medical advice or treatment.

Children have access to a broad range of resources and activities that reflect diversity and clear consents have been obtained from parents in respect of emergency medical advice and treatment.

## **Complaints since the last inspection**

Since the last inspection, Ofsted has received one complaint, relating to National Standards 1: Suitable Person, 2: Organisation, 4: Physical Environment, 6: Safety, 11: Behaviour management and 14: Documentation. Concerns were raised regarding the induction of new staff, vetting procedures, safety hazards, supervision of children, staff interaction with children, the equipment available and behaviour management.

Ofsted conducted an unannounced investigation into these concerns. As a result of this visit, six actions were set relating to National Standard 1, National Standard 2, National Standard 4, National Standard 6, National Standard 11 and National Standard 14.

The provider responded to the actions confirming the steps they had taken in order to meet the National Standards. Ofsted took no further action and 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.

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

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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):

- develop hygiene practices with children's drinking cups to help minimise the risk of cross-infection
- continue to develop systems to ensure the outside play area is safe for children to use at all times and that rugs do not pose a tripping hazard within the nursery
- develop group times to ensure that they meet the individual needs of the children

- develop staff understanding of their role and how they communicate with children so they act as positive role models 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):

- develop managerial role to ensure that staff are clear on their roles and responsibilities in their everyday activities and understand how to meet children's individual needs
- develop staff understanding of the Foundation Stage so they are able to understand children's next stage of learning and extend and adapt activities to meet children's individual needs.

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)