

Little Angels

Inspection report for early years provision

Unique reference number

EY303602

Inspection date

11/09/2008

Inspector

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Little Angels opened in 2004 and operates from a building adjoining the home of the owner, in the village of Rackenford, near Tiverton. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 15 children under 8 years may attend the nursery at any one time. It is open from 09.00 to 15.30 on weekdays, during school term times only. After school and holiday care is also provided from the premises. The children use two rooms and a kitchen on the ground floor and a play room and sleep room on the first floor. They have access to an enclosed outdoor play area. There are currently 26 children aged from 14 months to under 5 years on roll. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery is staffed by the owner and two additional members of staff, all of whom hold level 3 early years qualifications and two are working towards a Foundation Degree in Childhood Studies. They receive support from the local authority Foundation Stage Advisory Team.

The nursery owner is also a registered childminder and provides extended care for some children attending the nursery.

Overall effectiveness of the early years provision

Staff share an excellent commitment to celebrating the uniqueness of every child, which supports them very well in successfully promoting all aspects of children's welfare, learning and development. The partnership with parents is a key strength of the setting and contributes significantly to ensuring individual needs are met. Strong links with parents, the local school and other agencies ensure that all children are supported effectively and make very good progress, given their age, ability and starting points. The manager and staff team regularly evaluate their practice and are skilled at identifying areas for future improvement in order to promote very positive outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop systems for recording children's progress in their learning and development

The leadership and management of the early years provision

The nursery owner provides strong leadership to the staff team, who are well motivated, enthusiastic and work together closely to provide a welcoming, attractive environment where children's welfare, learning and development needs

are effectively met. Staff regularly evaluate their practice and are very responsive to the individual needs of children, their families and changing regulatory requirements. They constantly seek to build on their excellent service, identifying ways to promote positive outcomes for children and support their individual needs. For example, they are currently implementing new systems for evaluating children's achievements and planning activities that build on prior learning, whilst reflecting each child's interests.

There are robust procedures in place to ensure that all staff are appropriately vetted and they have all attended relevant training to support them in safeguarding the children in their care. Regular appraisals are used effectively to identify further training and development needs and all members of staff access regular training to support their continuing personal and professional development.

Staff develop very strong partnerships with parents and highly value the regular exchange of information that enables them to take account of children's learning at home when planning future activities for children. Home visits and sensitive settling in procedures lay the foundations for forging effective partnerships and meeting children's individual needs. The nursery also works very closely with the local school and with other agencies to provide cohesive support and care for all children. For example, daily communication with the reception class teacher ensures that children attending both school and the nursery are accessing a broad and balanced curriculum and make progress in all areas of learning and development.

The quality and standards of the early years provision

The nursery provides a safe, secure environment where every child is encouraged to access interesting and challenging activities that support their learning and development. Children are confident, enthusiastic learners who are able to make independent choices, such as whether to play indoors or outdoors. Activities are well planned and designed to build on each child's interests and abilities. Consequently, children sustain high levels of concentration and develop complex skills through well supported and purposeful play. For example, children think critically about how to use resources to construct robust models, using a variety of materials and techniques. Children are proud of their achievements and take photographs of their models to share with their parents.

Children's behaviour is excellent. Staff are very good role models and this is reflected in the way children speak to each other respectfully and use good manners. They are regularly rewarded with praise and encouragement. Children develop warm, affectionate relationships with each other and with the familiar adults caring for them. They co-operate with one another, sharing resources, taking turns and helping others learn new skills.

Staff support children's play very effectively, using open-ended questions, introducing new vocabulary and providing appropriate resources to enable children to develop their skills. For example, young children digging in the garden are provided with a range of gardening tools and encouraged to use them in the large

sandpit as well as the soil. Daily routines provide excellent learning opportunities. For example, children learn the importance of good hygiene and healthy eating at meal times, they are reminded to drink regularly throughout the day and participate in identifying potential risks when they go on outings, such as visiting a local play area.

The uniqueness of every child is highly valued by the staff. Great attention is paid to observing their play, exchanging information with parents and planning individually tailored activities to support their development. As a result, children are highly motivated to participate in the range of activities available. Good attention is paid to the presentation of resources and children frequently select additional equipment which is easily accessible and stored in lightweight, colourful tubs that children can safely move themselves. The range of activities available and enthusiastic support of the staff ensures that children access a broad and balanced curriculum and that they make rapid progress in their learning and development through enjoyable, well supported, purposeful play.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Outstanding
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider, or Ofsted, to take any action.

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.