

Little Angels Day Nursery

Inspection report for early years provision

Unique reference number	EY292915
Inspection date	09/03/2009
Inspector	Jane Shaw / Krystina Chitryn
Setting address	Winnington Hall, Winnington, Northwich, Cheshire, CW8 4DU
Telephone number	01606 872101
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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).

Description of the setting

Little Angels Day Nursery is one of three privately owned provisions. It opened in 2004 and operates from three nursery rooms within a converted building in Winnington, Northwich. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 07.00 to 19.00 all year round.

The nursery is registered on the Early Years Register. A maximum of 35 children may attend the nursery at any one time. There are currently 53 children aged from birth to under five years on roll, some in part-time places.

There are 13 members of staff, nine of whom hold appropriate early years qualifications including, NNEB, NVQ level 2, 3 and 4, and one member of staff has qualified teacher status. A further five members of staff are undertaking training or additional training. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have a good knowledge of each child's needs and successfully promote their learning, development and welfare. Children are welcomed into the setting and all are included in the activities and experiences offered. Their welfare, health and safety are in the main appropriately promoted. Positive relationships with parents and carers and liaison with teaching staff within local schools children attend for part of their day supports their placement. The registered providers are aware of the strengths of the setting and areas for development, and have begun to undertake self evaluation. Areas for improvement from this inspection relate to mealtimes, health and safety and the continued implementation of the learning and development requirements of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- reconsider handwashing arrangements and the storage of medicines and other fluids within the toddler room
- consider the re-organisation of mealtimes within the toddler room
- continue to implement the Early Years Foundation Stage and in particular the provision of activities for children within the toddler room.

The leadership and management of the early years provision

Appropriate checks have been completed by the registered providers on all staff. Newly appointed staff, still subject to clearance, are supervised at all times ensuring children's safety. Legally required records and documents are in place

promoting children's welfare. Staff have a sound understanding of child protection procedures. Safeguarding and missing and uncollected child policies and procedures are available for staff, parents and carers, ensuring all are aware of the setting's responsibility to the children.

Staff have a good understanding of the Early Years Foundation Stage and as a result children are making good progress in their learning and development.

Children's safety and security within the building and during outdoor play is in the main well promoted. However, in the toddler room medication and sterilising fluid are left out on the sink top. The premises are safe and secure at all times, regular risk assessments and daily checks of all areas ensure children's safety.

Staff obtain appropriate information from parents and carers regarding their child's abilities, interests and preferences, enabling appropriate care to be planned for each child. Staff liaise with teaching staff at local schools as they collect children at the end of their nursery session. Staff give verbal and written feedback to parents and carers as they drop off or collect their children. They are encouraged to contribute to their child's developmental record, and have access to their 'learning journey', which includes photographs of activities and written comments. They are also invited to complete questionnaires on a regular basis regarding their views on the setting.

Recommendations raised following the last inspection, which related to promoting children's independence, access to drinking water and developing links between activity planning, observation and assessment have been addressed. The registered providers are aware of the setting's strengths and areas for improvement and have implemented systems for self evaluation, which includes input from staff.

The quality and standards of the early years provision

Staff are enthusiastic and developing a secure knowledge of the Early Years Foundation Stage framework learning and development requirements. As a result children are making good progress towards the early learning goals. Good key person systems are effective and support children well.

Staff use long, medium and short term plans to provide activities for children, where they can participate in full group activities or individual free play. Staff plan activities for their key group of children based on observations of their skills, achievements and interests. Most children are actively engaged in activities, however, occasionally children in the toddler room are not engaged and some activities are over directed by adults. Children make choices about their play selecting from resources set out for them, from accessible resources, or by making requests to staff. Babies access resources placed near to them on the carpet.

Children are happy and settled. They confidently speak in front of others, for example, children in the pre-school room talk about the photographs showing their trip to a local park to look at mini beasts. Children are developing good

relationships with key persons, staff, and one another, and are polite and well mannered. All children have access to mark making materials throughout their day.

Children develop an understanding of numbers through a variety of activities, for example, baby room staff count with babies. They have access to a variety of construction materials to build three dimensional models. Pre-school children enjoy using the computer, toddlers and babies enjoy a variety of push button toys.

Children have opportunities to develop physical skills, for example, babies are encouraged to develop mobility as they reach for toys moved slightly further away from them each day. Toddlers enjoy using trikes and other wheeled toys during outdoor play. Children have good hand-eye coordination as they complete jigsaws and use tools during craft. They enjoy a variety of creative opportunities, such as imaginary play and craft. Babies and toddlers enjoy sensory activities, such as water play. Babies are animated as they feel feathers and listen to sounds in their sensory area. Displays show children use a variety of techniques and textures in their craft, for example toddlers have created a large three dimensional collage daffodil. All children have access to musical instruments throughout their day.

Children's health and welfare requirements are appropriately promoted. They are offered a variety of freshly cooked meals throughout their day, which include fresh fruit and vegetables. Mealtimes are social occasions for children, however, arrangements within the toddler room do not always support children's social development. Children's hygiene routines are in the main appropriate. Good role modelling by all adults encourages children's good behaviour. All children are included in activities according to age and ability, and they participate in activities that promote their understanding of diversity and the wider world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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

There have been no complaints made to Ofsted since the last inspection.

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.