

Emma's Angels Day Nursery Ltd

Inspection report for early years provision

Unique reference number	EY381245
Inspection date	26/01/2009
Inspector	Jane Elizabeth O'Callaghan
Setting address	Rawdon St. Peters C of E Primary School, Town Street, Rawdon, Leeds, LS19 6PP
Telephone number	0113 250 6611
Email	
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

The Day nursery opened in 2008. It operates from a purpose built building, situated on the outskirts of Leeds. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30 to 18.00 for 51 weeks of the year.

A maximum of 50 Children may attend the nursery at any one time, and there are currently 170 children aged from three months to 14 years on roll, of whom 40 are within the Early Years Foundation Stage. The nursery also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. Children attend from surrounding areas and are collected from the school on the same site. The nursery supports children with learning difficulties and disabilities and those with English as a second language.

The nursery employs 14 members of staff, of which over half of them including the manager hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time at this friendly, welcoming nursery. Good learning opportunities are planned in accordance with the Early Years Foundation Stage. The nursery has made a meaningful commitment to promoting successful links with professionals and other agencies. This ensures a welcoming, inclusive environment is established. Partnership with parents and carers is highly valued and supported through ongoing communication. Children enjoy a well balanced programme of free play and planned activities both indoors and outside that supports their welfare, learning and development well. However, children's starting points are not clearly identified.

What steps need to be taken to improve provision further?

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

- develop further the system for regularly identifying and recording children's starting points
- ensure the children's toilet areas are safe to access.

The leadership and management of the early years provision

The owner and staff are committed to ongoing development. For example, staff attend external training in safeguarding, planning, along with internal training with enthusiasm. They have effective systems in place that monitor and review all aspects of children's welfare and education.

At present, staff complete planning showing a good range of experiences for children to be engaged in. These activities are evaluated and adapted to focus on individual children and the next steps in children's learning are identified. Staff make good observations of children's achievements and relate these to the six areas of learning, however, children's progression in relation to their starting points, is not identified and recorded.

The nursery is continuing to improve and develop through ongoing self evaluation, this has a positive impact on the children. Comprehensive steps are taken by the setting to evaluate its provision for children's welfare, learning and development, through staff meetings where all staff can participate in the completion of the self evaluation form.

The nursery has relevant and informed policies and procedures which management review with staff and these are shared with parents and carers. Children are well protected through the management and staff's knowledge and understanding of safeguarding procedures. The suitability of staff, through the recruitment and selection, process is effective in promoting children's ongoing welfare and safety. The nursery has well written risk assessments that include all areas of the building both indoors, outdoors and on each type of outing undertaken by the nursery. Staff do risk assessments daily and these are recorded appropriately.

There are very good links established with parents and carers, through informative notice board, key person information, regular newsletters and informative and accessible profiles. The nursery have strong links with other providers, such as the on site school and pre school involvement through regular meetings and other support agencies working with the children who have additional needs. This promotes a shared approach to children's ongoing learning and care needs and their transition into school.

The quality and standards of the early years provision

Children enjoy their activities, engage well in them and play cooperatively with children of different ages. Staff support the children well, are interested in what they say and skilfully join in play with the children, when requested. For example, staff blew bubbles using a bubble blower and showed the babies how to burst, and also to blow through the blower. They take care to observe and monitor particularly new children's progress. The information is sensitively shared, sometimes during the session so that parents are confident their children have settled well, and staff do home visits to new children and this continues until both staff, children and parents are all content and children well settled. This ensures that children are in a happy and caring environment.

Children's creativity is valued by staff who praise their artwork. For example, older children are making Chinese lanterns and staff praised the children as they stuck them together using glue sticks, and also made dragons ready to start the celebrations. This message is reinforced for children as they see their artwork prominently displayed on the walls. Children have regular opportunities to develop their physical play as they play outdoors and in the hall with balls, bats and climbing apparatus and indoors when they are doing Chinese dragon dancing with ribbons. The staff develop this activity by asking the children to draw big and little circles with the ribbons, which the children do confidently and enthusiastically. This

helps develop both their physical and creative skills.

Children experience plenty of opportunities that encourage them to embrace differences in gender, ethnicity, language, religion and cultures. For instance, children enjoy talking at registration time with staff about the forthcoming celebration of the Year of the Ox for Chinese New Year, and staff show pictures of Oxen and explain to them about the difference between a English new year and Chinese. Children also have good opportunities to dress up, engage in role play situations and all children are encouraged and given opportunities to play with all toys regardless of their gender.

Children are safeguarded in most areas inside and outside the setting. A secure entry system ensures children are unable to leave premises unsupervised and intruders cannot enter. Fire drills are regularly practiced at different times to ensure all of the children are made aware of the evacuation procedures. However, the children's toilets have locks that are easily accessible by children and not staff. The promotion of children's health and the maintenance of hygiene within the setting are effective. The children sit together to have healthy, nutritious meals that are cooked on site, using fresh vegetables, meat and fruit. At meal times children of all ages engage with staff and chatter happily about their day, respecting and valuing what others are saying, making meal and snack times a sociable event. Children are encouraged to help themselves to their own individual drink bottles, which are identified by the older ones having a unique picture and their names attached, which they recognise and the babies having a picture displayed on theirs, which some of them also recognise by showing smiles and laughing.

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?	2
How well are children helped to be healthy?	2
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 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

There have been no complaints made to Ofsted since 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.