

Little Angels Nursery/Holiday Club

Inspection report for early years provision

Unique reference number EY292304
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Inspector Brenda Joan Flewitt

Setting address St Michaels Church Hall, Blandford Road, Hamworthy,
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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 Nursery and Holiday Club was registered in 2004. It operates from the main hall of St Michaels Church in Hamworthy, near Poole, Dorset. It serves the local community and surrounding area. The nursery is open each weekday from 09.15 to 11.45 and 12.30 to 15.00 with a lunch session for those staying all day. The nursery operates during school term times only. In addition, a holiday club operates during school holidays from Monday to Friday between 09.00 and 15.00 for children aged from two to eight years.

Little Angels Nursery and Holiday Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend at any one time. There are currently 42 children attending in the early years age group. The setting is registered to receive government funding for early education. The nursery employs six staff, all of whom either hold, or are working towards, appropriate early years qualifications.

Overall effectiveness of the early years provision

The overall quality of the early years provision is satisfactory, with some good areas. Children are well cared for in safe and secure premises where they are happy, settled and develop confidence. Staff get to know children generally well as individuals, through ongoing communication with parents and through the support they provide for their activities. Children are involved in a suitable range of experiences, both inside and out, which help them make satisfactory progress in their learning. There are some systems in place to help identify areas for development and the setting is well supported by advisors, which contributes towards continuous improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of some adult-led activities to ensure they are stimulating and offer appropriate challenge for all children
- develop planning to provide play and learning experiences based on the children's interests.

The leadership and management of the early years provision

Staff implement policies and procedures effectively to promote children's welfare and safety. There are clear staff recruitment and induction procedures which ensure staff are suitable to work with children, and know their roles and responsibilities. They carry out risk assessments and daily checks to provide a safe environment for children to play, both inside and out. Overall, staff have a good understanding of how to safeguard children. This includes recognising signs and

symptoms of abuse and the procedures to follow with concerns. Their knowledge is kept up to date by attending training. Children's accidents and medication are well managed, and all the required records are in place and completed clearly.

Staff have worked hard at developing an effective partnership with parents. There is a wealth of information supplied to parents in the form of displays and newsletters. There are daily opportunities to exchange information verbally so that individual care needs are met well. Parents are invited to include their comments about their child's progress in the new assessment system.

The setting has completed a self-evaluation document linked to promoting the Early Years Foundation Stage (EYFS), which has helped to identify some areas for improvement, some of which are being implemented. They welcome input from local authority advisors, which helps support continuous improvement. Staff have addressed the recommendations set at the last inspection, which has improved aspects of children's health and safety, and developed the sharing of information with parents to establish children's starting points.

The quality and standards of the early years provision

Children enjoy their time at the nursery. They make good relationships, both with the adults who care for them and each other. Their confidence grows as they make their needs known and are responded to by friendly staff. Children behave well, learning what is expected through familiar routines and explanation. Some children are keen to help pack away equipment and all children receive praise and encouragement for effort and achievement, which helps boost their self-esteem. Children's health is promoted well. They practise good routines for their own personal hygiene and learn about taking care of their bodies through topics such as 'Healthy Me'. They start to make healthy choices in what they eat, and brush their teeth after snack time on a daily basis. There are daily opportunities for outside play, where children develop large muscle skills using equipment such as wheeled vehicles, slides and balls.

Children are offered a suitable range of activities over a period of time, with a balance of adult-led and self-chosen tasks. Staff are developing their knowledge of how to implement the EYFS to promote individual learning. They have started a new system for assessing children's development through observation of their play, which has helped identify their next steps in some areas. However, this is not used effectively to plan activities according to children's interests, as planning is based on topics chosen by adults rather than being child-initiated. Some adult-led activities do not foster children's curiosity or offer appropriate challenge according to their individual stage of development. For example, all children pour pre-prepared icing over biscuits with the intention of developing physical skills and good hygiene practice. Some younger children find it difficult to understand that they cannot eat the food until they go home. The activity is not extended for older and more able children. There are occasions when the organisation of activities in the separate areas do not work well together to encourage children's concentration. For example, a group of children are invited to play a board game involving counting, while younger children enjoy a loud physical and singing

session.

Children explore a range of materials using their senses such as dough, sand and salt. Most use language well to communicate. For example, some children talk about having made a 'snowman', and describe the texture of the salt as 'soft', likening it to snow. They start to recognise their written names as they self-register, and mark making materials are available on a daily basis. However, children are not always encouraged to 'write' for a purpose, such as naming their own work or during role play. Art and craft resources are made available on a rotation basis, so children's opportunities to be spontaneously creative are not always fully promoted. Children use number and start to identify shapes in planned and everyday activities like counting how many children are present at register time, or the number of dots on a die. Children's awareness of their local environment is raised through visitors coming in to the setting, including police and fire officers. This also develops their understanding of staying safe in certain situations.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.