

# Little Angels Nursery (Carlisle) Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY319329
<b>Inspection date</b>	09/04/2009
<b>Inspector</b>	Carys Millican
<b>Setting address</b>	28 Portland Square, Carlisle, Cumbria, CA1 1PE
<b>Telephone number</b>	01228 550503 or 01228 550560
<b>Email</b>	
<b>Type of setting</b>	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 (Carlisle) Ltd is privately owned. It opened in 2006 and operates from within a mid-terraced town house, in Carlisle city centre. The nursery provides care on three levels. The ground floor for the toddlers and pre-school comprises of two separate play rooms and an accessible toilet, the first floor for babies comprises of two separate play rooms, a sleep room and toilet facilities (three child sized toilets) and the second floor for pre-school children comprises of a main playroom with toilet facilities (two toilets). There is an outdoor play area to the rear of the nursery.

A maximum of 52 early years children may attend the nursery at any one time, of these 14 children may be under two years. The nursery is open each weekday, from 07.45 to 17.45, for 52 weeks of the year. There are currently 68 early years children on roll, 18 of whom receive funding for early education. Children come from a wide catchment area.

The nursery employs 14 members of staff, 13 of whom hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are happy, contented individuals who enjoy their time spent in this well organised, safe and secure environment. They are supported well in the many play opportunities and activities provided by qualified early years staff and therefore make steady progress in their learning and development. The nursery is well organised into age appropriate play rooms where staff ensure children are kept safe from harm through the effective policies and procedures implemented in their everyday routine and childcare practices. Observation, assessment and the completion of progress records are in the early stages of development. Staff have a positive attitude to making improvements and have made a start in conducting the self-evaluation of their every day working practices.

## **What steps need to be taken to improve provision further?**

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

- establish systems to identify children's starting points and individual interests and further develop the systems in place for the observation and assessment of children to help assist in planning for the next steps for individualised learning
- further develop two way communication systems to encourage parents to comment and contribute to their child's learning and establish links with other settings providing care for children in order to complement the learning taking place

- ensure staff attend training in core subjects in order to keep up-to-date with new developments in the early years sector.

## **The leadership and management of the early years provision**

Children play in a spacious, well organised nursery setting where they are well cared for by qualified staff who work well as a team. Staff are enthusiastic and motivated in supporting children well to ensure their individual care, learning and development needs are met. Robust recruitment procedures ensure that all adults working with children are suitable to do so. Staff development and ongoing personal development are encouraged by the management in the setting, however there have been difficulties in obtaining training in core subjects therefore the staffs own professional development is limited. A combined effort in the self-evaluation process by all staff in the nursery effectively shows how everyday practices are working well and where identified areas for improvements are recognised. Action plans detail how the management and staff have a clear vision for future improvements, such as the development of children's records and accessing early years training.

A clear set of policies and procedures are effectively implemented by staff throughout the nursery. These are displayed in the reception area for parents, to ensure they are fully informed of all childcare practices. The manager and staff are committed to ensuring all children are included and have a good understanding of the Early Years Foundation Stage guidance and how children learn through play. Children benefit from an effective key person system, which enables children to form close and positive relationships and attachments that support them in their transition from home to nursery and then onto school.

Children benefit from the positive relationships established with parents. They express a high regard for the care and service their children receive and praise the friendliness and professional approach of staff. A wealth of written and visual information is available for parents and carers, including children's work folders and daily diaries, which record children's play activities and general routine for the day, and progress and development files in pre-school. However, limited information is obtained from parents about children's development milestones already achieved and how parents can help with their child's learning at home.

Children are safeguarded. Staff have a good understanding of the safeguarding procedures and what to do if they were concerned for a child's welfare. Daily safety checks and written risk assessments that help prevent accidents help children to remain safe and healthy. The finger print door entry system ensures children cannot leave the premises unsupervised and unauthorised persons cannot gain entry to the nursery. Children are well supervised outdoors where they play on safety surfacing and are protected by high fencing and padlocked gates.

## **The quality and standards of the early years provision**

Children are happy, confident, independent individuals who enjoy themselves at the nursery. They are supported well by staff who challenge and reinforce their learning in everyday routines and provide a balance of adult-led and child-led play opportunities and activities. Children access resources easily from low level storage units and labelled containers. They enjoy the space and move around freely in suitably resourced, stimulating and interesting play rooms. Children understand the routine of the day. They follow instructions and confidently complete tasks set by staff, for example, putting on their coats before going outside and washing their hands before eating. Observation and assessment is in the early stages of development. Staff gather evidence of children's progress, using photos, post-it notes, written observation records and end products which are stored in children's individual folders and record books. However, the next steps in children's learning and development are not identified in planning to provide for individualised learning.

Children enjoy quiet activities sitting on the carpet. They take time to listen to each other in turn as they discuss the weather and what clothes to wear, the days of the week and count confidently. Children use information, communication and technology equipment competently such as appropriate computer programmes, mouse and keyboard. Children enjoy dressing up and listening to stories with the staff sitting on cushions. Staff consistently support children's language and communication skills during activities and children's confidence and self-esteem is suitably promoted through the positive praise and attention they receive. Children engage in many outdoor activities in the safety surfaced play areas and enjoy going on visits to the local library in the City centre. They enjoy digging in the compost and build using large coloured bricks in the play house. Sensory areas and mobiles are innovatively used outdoors hanging from the fence and walls.

Staff help children to understand how to behave in ways that are safe for themselves and others and they begin to develop an understanding of danger. Children take part in regular fire evacuation practices and learn about safety, health and hygiene practices through visits by people who help them in the community, such as fire fighters and the police. Children follow the good role model set by staff in keeping areas clean to prevent the spread of infection. They enjoy healthy nutritious meals, snacks and drinks prepared on site by the resident cook.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.