

# Angels By Day Nursery

Inspection report for early years provision

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**Unique reference number** 254586  
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**Inspector** Georgina Walker

**Setting address** Hillside House, Derby Road, Lenton, Nottingham,  
Nottinghamshire, NG7 2DZ  
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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Angels by Day Nursery opened in 1997. The facility operates from premises in Lenton, Nottingham. The office, staff room and pre-school room known as the 'Lion's Den' for children aged approximately three to five years and the 'Giraffe's' room which accommodates children aged approximately two to three years are on the first floor. There are no steps into the main building and three steps into the outdoor classroom known as 'The Pod'. There is a secure outdoor play area with fixed equipment for physical play. The nursery serves commuters as well as the local community and surrounding areas. Car parking facilities are provided.

The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register to care for 80 children from birth to eight years and there are currently 142 children on roll, of whom 134 are in the Early Years Foundation Stage (EYFS) age group. This includes children who receive funding for early education. The setting makes attempts to share and/or seek information in partnership with other early years settings the children attend. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Learning throughout the nursery incorporates the Montessori education philosophy. The nursery is open from 07.30 to 18.30, Monday to Friday for 51 weeks of the year, closing only for Bank Holidays and for the week between Christmas and New Year. The setting employs 28 full-time staff and four part-time members of staff who work with the children. The majority of the staff hold appropriate early years qualifications and the rest are undertaking training and assessment. A member of staff has Montessori qualifications and a number of staff are undertaking degree status qualifications. The nursery is one of two settings owned by an individual who works in both premises. The setting receives support from the local authority. It has achieved an 'Investors in People Award' and a 'Nottingham City Kite Mark Quality Counts' award and is a member of the National Day Nursery Association (NDNA).

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. An absorbing range of experiences are provided for children and the planning and assessment of learning and development is comprehensive. A generally safe and stimulating environment is created and children are happy and thrive during their time in the setting. However, the comprehensive risk assessments are not consistently followed by staff to assist in safeguarding children. Positive relationships with parents ensures the sharing of children's progress, discussions about next steps are worthwhile and links are formed with EYFS settings the children will attend. The inclusion of all children is a high priority. An extensive range of well-written policies and procedures are shared with parents and self-evaluation is ongoing.

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

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

- develop the staff's awareness of the importance of robustly identifying and removing potential hazards to children.

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

Self-evaluation has been a feature of the setting to identify tasks for continuous improvement through staff consultation and in response to parental questionnaires and discussions. Recommendations made at the previous inspection have been successfully addressed and parents can be assured children's well-being has been significantly enhanced especially with regard to outdoor play activities. Staff are effectively and efficiently deployed and supernumerary or part-time staff are available to cover absences, to ensure ratios are maintained by persons the children know. A comprehensive staff induction regarding policies and practices contributes to safeguarding children. Whilst security is given high priority and there are detailed risk assessments, potential hazards such as marks on low-level mirrors and foam protruding from sleep mats are not immediately noted or removed by staff to ensure children's well-being. A member of staff liaises with the local authority in a pilot project regarding the learning and development aspects of the EYFS and oversees the planning linked to the Montessori ethos. Staff attendance at training and meetings has led to the development of an enthusiastic and committed staff team whose focus is to increase knowledge and support the children. All staff are familiar with the child protection procedures and the systems for the administration of medication, recording accidents and incidents is robust to assist in safeguarding children. The environment is decorated with a wide variety of posters, photographs of the children at play and their craft work to ensure the premises are bright and cheerful. Resources in low-level storage units ensure children can freely access them which leads to greater independence and making choices. Inclusion of all children is carefully planned and any agencies involved in the care of the children meet at the setting and all children's attendance is substantially enhanced by the professionalism of the staff. Copies of the policies and procedures are available to parents and through consistent discussions, sharing of written information in daily diary sheets and verbal information for older children an effective partnership is formed. Parents and carers are encouraged to share what they know about their child and notes are made by staff during the comprehensive induction programme which enables each child to settle at their own unique pace. Formal sharing of the developmental progress records with parents takes place at open evenings.

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

Children are supported to develop their potential rapidly across the stepping stones towards the early learning goals by the resourceful staff using their expertise and experience. The planning records indicate each child's progress and staff plan the next steps consistently linked to a range of inspiring topics. Weekly discussions between key-workers has resulted in children's attainments being closely monitored and flexible planning enables child-led activities to be skilfully included.

Observation and assessment is extensive with daily notes for parents, folders of work and photographs and records all shared on an ongoing basis. This comprehensive information for each child gives a clear picture of overall progress. The setting has made considerable attempts to liaise with the schools children in the EYFS age range will attend. Children learn through an extensive variety of stimulating activities especially in the versatile garden, where they grow plants and accomplish many skills with the superior range of resources. They are encouraged to be active and healthy and the garden is used daily as wet-weather clothes are provided and children enjoy instigating their own play, for example, in the live willow shapes they use as houses or dens. Children develop a positive awareness of themselves and their needs through the support of the staff. Healthy option snacks include fresh fruit and drinks of water are available at any time in the child's own labelled bottles or beakers for those younger children not able to recognise their own name. They develop a sense of caring for and helping others, and eagerly assist in caring for the range of pets who live in the nursery. Excellent behaviour is maintained as children are purposefully engaged and eager to soak up the immense learning experience. The resources presented are exceptionally rich in variety and enable children to be self-motivated in making decisions about their play, choosing from those presented or helping themselves from the puzzle shelves, labelled storage boxes or from the craft trolleys. Creative imaginations are substantially developed as there is a wide variety of dressing-up clothes to extend play in the home corner, or shop, or whatever the current themes lead children's imaginations to create in the role play areas. Language is well developed or extra support and sign language used as the staff constantly talk to the children, extending their learning and knowledge and they share information with enthusiasm. Children have access to a considerable library of books in each playroom and spontaneously use them in the cosy areas created with large cushions or soft toys. The children mark-make spontaneously in their play and older children write with superior skill. Inspiring resources provide positive images of society to create an awareness of differences and acceptance and children are motivated to learn about festivals and celebrations including British 'Saints' days, painting flags meticulously. Children are supported to develop problem-solving and other mathematical skills as they bake or discuss shapes during painting flowers or when counting or discussing fruit at snack time. Children build with dexterity as they create shapes with plastic interlocking shapes and skills for their future are inventively promoted as they use technology with considerable skill. They sing with enthusiasm and flourish in the setting.

## 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?	1
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>	1
<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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **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