

Angels By Day

Inspection report for early years provision

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Inspector Yvonne Layton

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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).

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 day nursery registered in 2003. It operates from a converted farm house building in the Bulwell area of Nottingham, a short walk from the Moorbridge tram station. The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 111 children may attend the provision at any one time. There are currently 67 children on roll, of whom 51 children are within the early years age range. The nursery serves commuters travelling into the City of Nottingham as well as the local community and surrounding areas. It opens weekdays from 07:00 to 18:30, apart from public holidays and a week at Christmas. Children have access to an enclosed outdoor play area. The building has two floors accessed by stairs and internal steps.

There are 12 staff, all of whom hold appropriate early years qualifications. The nursery supports children with special needs and is in receipt of funding for the provision of free early education for children aged three and four. The setting is part of a pilot scheme for funding for children aged two years. Learning is based on the Montessori education philosophy.

Overall effectiveness of the early years provision

Overall the provision is good. Children within the Early Years Foundation Stage (EYFS) enjoy a happy, welcoming environment in which their welfare and learning is strongly promoted. However, there are some aspects to aid the further promotion of children's learning and care that require attention. Inclusive practice is extremely well-promoted for all children in the setting and effective links with parents ensure consistency in care and promote the well-being of the children. Liaison with parents and other settings relating to children's education is in its infancy. The setting is pro-active in reflecting on their practice, therefore continuous improvement is on-going.

What steps need to be taken to improve provision further?

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

- promote consistency in maintaining resources that are suitable for their purpose with regard to the blunt, broken pencils and that all activities are monitored to ensure they continue to provide challenge to children
- extend indoors provision to fully meet the needs of all the children as both a place to feel 'at home' and a place to learn by providing a comfortable area for close interaction with babies and a specific snack area where children can choose to sit and have snack
- develop further links with parents and other providers to promote integration of education and learning.

The leadership and management of the early years provision

The management of the setting are focused strongly on respecting and encouraging children's individuality. There is an ethos of promoting children to care and respect themselves, each other and the environment. Alongside this, children make good progress in their learning and development and their welfare is strongly promoted. There is a successful, common sense of purpose and dedication between adults who work well together. Children are cared for by qualified and experienced staff who are knowledgeable of the Early Years Foundation Stage. There are effective structures in place to develop staff by continued training. Recommendations from the last inspection have been partially met. The quality of children's care, learning and development is increased by the ongoing self-evaluation of all aspects of the setting. This includes the evaluation of activities to ensure effectiveness. As a result, the setting has a consistent focus in bringing about sustained improvement to the provision.

Children are protected as effective, detailed and up-to-date records, policies and procedures are in place. Efficient structures are in place to ensure staff are suitable for their role and are clear about their responsibility. Children's health and welfare is protected as the setting has established consistent hygiene and safety procedures. Premises are well-maintained, clean and suitable for their use. However, currently there is not a comfortable area within the baby room for adults to sit and have close interactions with babies such as when feeding or for cuddles. Although the 'roaming snack' system used by the setting supports children's choices, there is not a specific area for children to sit and eat their snack if they choose to do so. Children are strongly safeguarded as the leadership is committed to ensuring staff's knowledge of safeguarding children procedures is up-to-date and they have a clear understanding of their responsibility.

Inclusive practice is extremely well promoted throughout, so that all children have their welfare needs met and achieved as well as they can individually. Each child's individual needs are recognised and very well-supported. For example, active discussions support well-documented information regarding children's personal care, dietary, culture and religious needs. The setting is pro-active to respond to parental wishes. Verbal discussion, sign language, visual aids and staff using basic words of the children's first language ensure children and parents feel welcome and included. Links with services for children with learning disabilities or difficulties are strong. Ongoing discussions with parents regarding each child's specific needs support diversity and promote inclusive practice. Parents are provided with good quality information about the early years provision. However, parent involvement in supporting their children's learning and education and links with other providers to promote integration of education is limited.

The quality and standards of the early years provision

Children are making strong progress and show a positive attitude to learning. They are happy, confident and settled in a setting that is well-equipped, safe and secure. Interactions are good and all children benefit from caring, warm staff. The

use of encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group. Staff use positive behaviour management to divert inappropriate behaviour. Children are provided with many opportunities to express themselves, experiment and explore. The setting is rich in text and number with bright pictures, photographs and displays. Planning throughout is led by children's interests and needs, and along with assessment, is clearly linked to the Early Years Foundation Stage. Individual files for all children contain records of planned and spontaneous observations of progress and clearly identify the next steps.

The learning environment very effectively supports children's progress towards the early learning goals as staff promote learning and challenge for the children by a strong mix of child-initiated and planned activities, both in and outdoors.

Purposeful play and exploration ensures that all areas of learning are met for all aged children. Staff use positive differentiation of the children to ensure they individually enjoy all of the activities and the events of the session. For example, babies and toddlers enjoy a multitude of different creative experiences alongside all of the other children. Staff encourage children to learn during spontaneous child-led and routine activities such as during a brick building activity alongside colour and number recognition staff developed a game of 'where is the spider' to investigate 'under' and 'over'. All children are involved in focussed activities both within groups and individually. For example, children enjoy a planned session of number recognition using stars, linked with a topic of space. Children have access to a good range of free-choice mark-making and creative resources. However, vigilance is required to ensure that pencil crayons are fit for their purpose and on some occasions, activities are not monitored to ensure children receive sufficient challenge. For example, a water play activity became so overwhelmed with sponge bricks that the water was inaccessible, sufficient resources for a sticking activity was not maintained throughout the time it was available, and there were limited resources for an exploration of texture activity. Throughout the setting, music is a rich resource enjoyed by the children including varied CD's and musical instruments. Older children make recordings of 'alien music' during play outside, which is transferred to a laptop for them to listen to and discuss. Themes throughout the nursery enhance children's learning such as 'space', children of the world and healthy living. Alongside this, children are supported in their emotional well-being by exploring their feelings and they are encouraged to be kind and help each other. For example there is an informal buddy system for when children change rooms. Self-awareness is promoted throughout including babies and toddlers hand prints undertaken on a regular basis to look at how they grow. Older children undertake research that meets many areas of learning such as investigating how many eye colours are in the nursery and the food likes and dislikes of each other. All children are appropriately encouraged to help to tidy away and become independent with dressing. They learn about the environment and the local community as they undertake a recycling project, visit the local library and shops. Children are involved in events such as 'Red Nose Day' and Remembrance Day.

Children's health is solidly supported as the setting has robust hygiene and health routines. For example, there are effective routines regarding nappy changing, children's bedding, cleaning and hygiene routines for the children. Daily outdoor or

use of the indoor physical play area supports children's well-being and provides exercise alongside, physical activities such as action games and themes about the body and health. Children's are well-supported to learn about personal safety and health by daily routine, discussion, activities. They enjoy role play activities such as road safety, how to act in a car park and what to do if they become separated from an adult.

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

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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