

Little Angels Nursery

Inspection report for early years provision

Unique reference number EY350014
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Inspector Carys Millican

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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

Little Angels nursery is owned by a private organisation with charitable status and was registered in 2008. It is situated in the All Seasons Leisure Centre, Chorley, Lancashire. Children have access to a nursery room, practice hall, activity studio, and enclosed outdoor play area.

The facility is open Monday to Friday from 07.30 to 17.00 throughout the year. A maximum of 23 early years children may attend the nursery at any one time. There are currently 30 children aged from 15 months to under five years on roll. The setting provides children with funded nursery education.

The provision is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. The nursery employs four members of staff. Of these, two hold appropriate early years qualifications and two are working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Little Angels Nursery effectively promotes children's ongoing development and progress through the Early Years Foundation Stage by providing children with an exceptional start in their learning. Staff recognise children's unique qualities, capabilities and individual interests in order to provide an interesting and stimulating environment within safe, secure and outstandingly well resourced play areas. Children are well supported by nursery practitioners who know the children well and capture their individual interests by ensuring learning is fun and enjoyable. Excellent opportunities are used to enable children to gain independence in self-help skills. Staff create effective partnerships with parents which totally enhance the children's time at the nursery and supports children's progress and learning. Most policies and procedures are up-to-date and self-evaluation is in the early stages of development.

What steps need to be taken to improve provision further?

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

- update the current safeguarding policy with the statutory requirements contained in the Early Years Foundation Stage guidance
- continue to develop the self-evaluation process including obtaining information from parents, staff and users.

The leadership and management of the early years provision

The manager and staff of the nursery are a highly motivated team who work well together to ensure all children are included and their individual needs are met.

Staff monitor and review the planning, environment and what they offer the children, parents and carers. The self-evaluation form, although only half completed, identifies some of the strengths and the areas to develop in the future. The staff have played a part in providing the management with the information needed to make reasonable judgements about the quality of the provision and ongoing improvement, such as the development of the outdoor play area. Robust recruitment procedures are in place and ongoing suitability assured through peer on peer observation and the appraisal process. Staff are committed to gaining qualifications and improving their knowledge and everyday practice by regularly attending core subject training sessions and additional courses to update their knowledge and understanding.

Staff embrace the Early Years Foundation Stage documentation and it's requirements. They ensure parents become involved in their child's learning by encouraging them to provide information about development already achieved and children's individual interests in 'all about me' books. Staff value and respect parent's contributions and encourage their input into such recording documents. Parents appreciate the welcoming atmosphere and the approachability of the staff. They feel confident that their contributions to their children's learning are valued, they know about the key worker system and value the relationship that builds up between them and the staff. The needs and interests of children are met in this high quality inclusive setting where children and adults are fully respected. Children starting school in September enjoy sessions held in the nursery with their new teachers to help with the transition process on to school.

Children are safeguarded. They are protected by effective policies and procedures which the staff understand and implement in their everyday working practice. Staff have a good understanding of their role and responsibility for safeguarding children and the settings safeguarding procedures. However, some of the Safeguarding documentation they use is out-of-date and therefore is not in line with the Early Years Statutory guidance. Detailed risk assessments and health and safety practices ensure children are safe indoors, outside, and on outings. Children are collected by named adults recorded on registration forms and a password system is implemented. The attendance of adults and children are recorded and all visitors are supervised. Children cannot leave the premises unsupervised as doors are securely fastened and can only be opened by staff members using a key pad entry system.

The quality and standards of the early years provision

All children have a wonderful time at the nursery. They enjoy themselves and have fun with their key workers as they play. They are provided with an outstanding range of activities and resources that help them progress in all areas of learning and help develop skills for the future. Children experience numerous sensory and heuristic play opportunities. They thrive on the one to one interaction they receive as they explore the containers full of natural, sensory objects, such as those made of metal, textured materials, and wood. Children enjoy looking at the low level photo displays of activities they have undertaken throughout the year. Colourful materials hang from the ceiling over the quiet area and children's work is creatively

displayed on walls. Children enjoy creative water play activities. They blow bubbles through tubes and fill numerous containers, pouring water into sand trays and on the floor. Staff support children in all activities and make no fuss about spills, but create learning experiences such as stamping in the water to see what it does. They constantly praise children thus boosting self-esteem and confidence. Independence and self-help skills are firmly established in the nursery. Children competently set their own place at the table at mealtimes colour matching cups, cutlery and plates. They independently pour their own drinks and then tidy away their used utensils, carefully emptying any waste into the bin.

There is an excellent balance between child-initiated and adult-led activities through the provision of continuous play areas covering all the areas of learning. Children play in a language rich environment. Staff monitor children's play and make sure they are receiving an excellent balance of play opportunities. Children's starting points are obtained on registering at the nursery and their changing interests monitored by staff in consultation with parents. Close observation as children play and assessment of what learning is taking place clearly identify how children are making exceptional progress in their learning. Staff work effectively and efficiently as a team supporting and challenging children, guiding them and planning for their next stage of development. Planning of the daily programme is flexible so that staff can respond to children's ideas and interests, however, it is always firmly based on what children can do and the next learning steps are clearly identified. Children show a great sense of achievement as the staff constantly praise them for their efforts. Children's creativity and imagination are extensively well developed. They enjoy role play areas such as the 'Travel Agent' and 'home corner' within the summer topic. Children access various information communication and technology equipment. They enjoy manoeuvring the remote control 'mini beasts' around the room. Even the youngest children access high-quality computer programmes using specialist equipment.

Children learn safe practices, such as tidying away toys so they do not fall over them and when walking with staff to the squash court learn to stay close by holding their key workers hand. The fire drill is clearly displayed and practised regularly. Children develop a good understanding of healthy living, hygiene practices and healthy lifestyles. They enjoy different tastes at snack time from a whole range of fresh fruit and vegetables and benefit from healthy wholesome cooked meals using fresh produce. These are freshly cooked and prepared in the leisure centre kitchen by the cook. Children are good eaters and they enjoy the healthy nutritious meals prepared for them. They enjoy sitting together to eat thus creating a social occasion where they learn patience and manners. Staff encourage children to drink plenty of fresh water during the day and a choice of milk or water at lunchtimes. Children begin to learn about basic hygiene practices. They access the sinks using small steps which aid their independence as they wash and dry their hands and they eagerly explain how to get rid of germs. Children enjoy outdoor activities and physical activities indoors in more open spaces in the squash courts. They enjoy a range of ball game activities, including skittles, football and bat and ball games.

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. | 3 |

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? | 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? | 1 |
| 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? | 1 |
| 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? | 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