

# Little Angels Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	144694
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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).

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## **Description of the setting**

Little Angels Nursery School opened in July 2000. It operates from purpose built premises situated in a residential area of Brixton. The premises comprise of three play areas and two communal play areas, an office, kitchen, milk kitchen for babies' food, staff room, two children's bathrooms and a changing area for babies. An enclosed outdoor play space surrounds the rear of the building. The nursery serves families from the local area.

The nursery is registered on the Early Years Register. A maximum of 68 children may attend the nursery at any one time. There are currently 54 children from four months to under five years on roll. The nursery supports children who have English as an additional language.

The nursery opens five days a week all year round, except for two weeks in the summer, one week at Christmas and Easter, the usual bank holidays, and three staff training days per year. Opening times are from 8am until 6pm. Children attend for a variety of sessions.

There are 19 staff who work with the children on a full-time and part-time basis. All staff have an early years qualification in childcare, and one member is a fully qualified teacher. The owner and deputy manager have Early Years Professional status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the provision is good. Children have an enjoyable time at the nursery and are supported well in their development and learning. There are appropriate procedures to ensure children are safe, and they gain experience from involvement with the local community. There is a continuous evaluation of the strengths and weaknesses of the nursery, and the staff strive to create an inclusive environment where parents and other agencies contribute.

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

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

- further promote working with parents to engage them in setting children's learning goals so that they can continue this whilst at home
- improve present systems to ensure consistency in practice so that written permission for each and every non-prescription medicine from parents is obtained prior to medication being administered
- ensure all policies, procedures and other information displayed for parents are correct and up to date.

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

The provider carries out vetting procedures on all new staff. Annual reviews also check on existing staff's suitability. They complete a self-declaration form to confirm that there are no further disclosures to add to their original Criminals Records Bureau checks. All members of staff are encouraged to engage in training both outside and in-house. As a result, staff form a motivated and dedicated team who work together well. They provide a stimulating environment for babies and young children where the diversity of children's cultures and individual needs are acknowledged. Children's safety is secured by the manager's emphasis that practitioners understand the procedures for safeguarding children. Staff accept their responsibilities in regard to safeguarding children and know the systems to follow if they have any concerns about a child's welfare. Everyday factors, such as staff's attention to risk assessments and maintaining correct staff ratios, ensure children are safe. The effective systems for cleaning and maintaining the nursery support children's health and minimise risks.

The provider provides a warm welcome to parents and other visitors to the nursery. The bright corridors that exhibit children's photographs inform parents of the diverse activities that children do. Parents receive daily information as well as regular newsletters that keep them informed of future plans and on-going events. Parents also access information via the reception notice board although some information is not regularly updated. For example, there is a current policy for how to make a complaint which is available, but in reception area, the previous copy gives incorrect details. Complaints and concerns are taken seriously by the nursery and a record log is maintained which is available to parents on request. Practitioners adhere to the set policies of the nursery, although this lacks consistency especially with regard to ensuring parents signing their permission prior to a course of medication. A full set of policies and procedures are available, although parents have to make a request to see these. Practitioners keep parents informed about children's progress generally well. This is helped by the children's individual progress books which detail the targets set for children. However, parents are not consistently informed of the current goal their child is working towards. Partnerships with other agencies are appropriate and procedures are taken if children are identified to have special educational needs or a disability. The manager has a vision for continuously improving the nursery and this is reflected in self-evaluation to which staff and parents have some input. The manager also has ensured that recommendations from the last inspection have been addressed. For example, resources are continuously reviewed to provide children with a good range to stimulate and engage them in their play and learning. The provider also has aims to improve the existing good outside play area to enable children to make effective use of this space in all weather conditions.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and enjoy their day at the nursery. Their environment enhances their play and learning and is supported by qualified practitioners who have a good understanding the Early Years Foundation Stage. They use this knowledge well to plan a broad range activities for children. Baby rooms are well planned with soft furnishings and a good range of both interactive toys, as well as natural resources to encourage exploration through their senses of touch and hearing. Babies enjoy feeling the soft sand as well as investigating coloured shapes, bottles and creating sounds. Babies respond well to the attention from caring staff; they give cuddles where appropriate and chat and sing to them during meal and nappy changing times. Older children develop their own ideas through using resources, such as sand, water and jelly. Their rooms are well organised so that they are able to access the resources they need, such as pens, paper, books and magnifying glasses for mini beast hunts. They become animated when comparing the differences between ladybirds and bees. They talk about butterflies and reptiles, and become fascinated when the creatures appear larger under a magnifying glass. Some children like to develop their finds by expressing their views through talking or painting. Children's learning is extended by appropriate questioning which informs practitioners what children know. Children's physical development is supported well by having plenty of space to run, climb and play. Children are attracted to the slide and play areas where they can build dens and hide. Boys especially enjoy driving the long wheeled vehicles where they encourage their friends to sit alongside them whilst they steer demonstrating their manoeuvring skills. Inside, children enjoy computer games. They learn mouse control and become proficient in working out simple problems such as where bottles and plastic go for recycling. Children learn to count by rote, and number shapes are introduced through different mediums of play, for example, when children use sand or water. Older children benefit from organised outings to special places of interest, such as the Transport Museum and the Horniman Museum where, they gain experience of the wider world.

Children behave well. They respond to staff's requests to stop running inside as they may bump into someone, and many willingly participate in activities to tidy up before washing their hands before lunch time. Children learn about germs and explain the reasons for washing hands. Lunch time is a social occasion where children sit both inside and outside and enjoy tucking into nutritious meals made by the cook. Practitioners are vigilant in their observance of children's individual dietary needs. Children who become unwell in the nursery receive appropriate care and comfort making them feel safe until their parents arrive.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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