



Little Angels Nursery

Inspection report for early years provision

Unique Reference Number EY292304
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Inspector Bridget Copson

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Registered person Lynn Emery
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Little Angels Nursery opened in 2004. It operates from the main hall of St Michaels Church in Hamworthy, Poole. It serves the local community and surrounding area. The nursery is open each weekday from 09:15 to 11:45 and from 12:30 to 15:00, with a lunch session for those staying all day. The nursery operates during school term times only. It is registered to provide care for a maximum of 30 children under 5 years. The premises offers use of a large, main hall. This is divided into 2 separate

play areas, with children's toilet and nappy changing facilities close by. Children have access to a fully enclosed garden.

There are currently 26 children aged from 2 to under 4 years on roll. Of these, 7 children receive funding for nursery education. There are currently no children attending with special educational needs or with English as an additional language.

The nursery employs 5 staff members, all of whom hold appropriate early years qualifications. The nursery is supported by the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about keeping fit and healthy through a good range of physical play provision and activities. For example, they enjoy small and large scale equipment, music and movement, walks to local parks and action songs. Staff make full use of the additional indoor play area and garden to ensure children experience physical activities each day, regardless of the weather. Staff support younger children well to meet their developing needs. Children learn about healthy eating habits through discussing what healthy foods they have brought with them for lunch. At break time they choose from a choice of squash or milk to drink, but may have water if they ask. Snacks are provided on a rota basis with biscuits, fresh and dried fruits on different days. As a result, children are not being offered healthy choices everyday to promote beneficial eating habits.

Children are cared for within a clean and well-maintained environment where staff have systems in place to prevent the spread of infection. Staff members, for example, clean table tops and equipment using colour-coded cloths. They change nappies and handle food using disposable gloves. In addition, they wash their hands regularly. Children learn about managing good personal hygiene through washing and drying their hands themselves.

Children's individual needs are met effectively by staff members, who keep documentation and records up to date regarding children's health, medical and dietary requirements. They inform parents verbally of any medication administered to children, but do not request them to sign an acknowledgment. The system does not, therefore, promote consistency of care. All staff members hold appropriate first aid certificates, and undertake any additional training required in order to support the medical needs of a child in their care. They train, for example, on how to administer an epipen.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for within a very safe and secure premises. Staff members check

all areas of the premises at the start of the day to ensure that the safety measures are in place. These include door locks, socket covers, safety gates and the restricted access to the kitchen. They check the garden to ensure that it is secure, clean and free of hazards before children use it. They also carry out thorough yearly risk assessments, which they then write down, to ensure all areas of the provision are monitored. However, this has not been updated for 18 months. Children learn about keeping safe through a good range of practical activities, which include road safety while out walking, the use of tools in creative play and the participation in regular fire drills.

Children play within premises which are organised well and which allow them to move about freely inside their rooms. They enjoy a good range of play provision, which is suitable for their stage of development and which is set out within segregated areas of play. Activities include different role play environments, a superb choice of books for all ages, solid constructional activities, puzzles, manipulative toys and other creative activities. Staff members supervise children well to ensure that they use the equipment safely. Children do not have access to any toys that are unsuitable for them.

Staff members protect the children well, supervising them directly throughout the sessions in order to ensure that they are safe and secure. They also have a good understanding of child protection procedures, which supports them in keeping children safe

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a good range of activities within a well-structured session. This allows time for free play as well as more focused adult-led activities. All children benefit from the same topics, which change each half term. Interesting activities and learning experiences linked to the topics are organised to promote learning and development according to age. Staff members focus their planning on the Birth to three matters framework, for children under 3 years. This ensures all aspects of the children's learning are supported, and shows which components are focused on. The 'Sea-life Animals' topic, for example, gives children the opportunity to play with jelly, to have fish collage activities and to play with water. This supports them in making learning connections. Children's development is monitored well through small-group work and key-worker time when staff observe children at play.

Staff members keep written assessments of children's progress, which clearly show their achievements and next steps. These systems allow staff to provide appropriate challenges to promote on-going progress.

Children under 3 years make good progress. They arrive happy and eagerly seek out staff and favourite toys. Less confident children are supported well by staff members in order to help them settle-in quickly. Children's independence develops well as they learn, for example, to visit the toilet and wash their hands alone, to find toys for themselves and to take turns each day to act as 'helper'. Children communicate well and share their thoughts and news at break and group time. They use their

imagination well. They construct models, for example, enjoy creative activities, move to music and play roles in different situations. Children learn to behave positively towards others. A child, for example, asks for help to find his favourite book. Other children are keen to help him, and when a child presents the book to him, he is quick to offer thanks. All of this demonstrates that children within the setting are developing a good sense of well-being and of belonging.

Nursery education

The quality of teaching and learning is good.

Children enjoy a good range of interesting activities and practical experiences, which promote their learning and development in all areas. This is supported well by staff members who have a good knowledge of the Foundation Stage and are clear as to what they want children to learn from the activities.

All staff members contribute towards developing clearly linked plans and towards planning for adult-led activities and topics. They detail how children's learning will be promoted in all areas and offer well-planned activities which allow them to support children in small groups and on a one to one basis. They provide children with practical experiences linked to topics in order to reinforce their learning. The 'Bugs and Insects' topic, for example, gives children the opportunity to go on real bug hunts, to make collage bugs, to cook ladybird biscuits, to count legs on different bugs, to sing bug songs and to read reference and story books.

Through these activities, staff members apply effective teaching methods to promote self-confidence and good communication. They ask children lots of open-ended questions such as 'what do you know about...?' to encourage them to think, talk and share their knowledge. Children's progress is monitored well by key workers through observation and reporting on children's strengths and weaknesses linked to the areas of learning. In addition, staff members support children in completing 'All about Me' booklets when they first start attending, to see what they can or cannot do well. This system allows staff to monitor children's progress and ensures that they offer appropriate challenges through supporting, or extending, learning as necessary. However, staff do not involve parents in these early assessments. They do not, for example, seek information from them on their child's starting points.

Children are happy and excited in their play. They sit and listen well to others and communicate their own thoughts and ideas. They develop good personal independence by self-registering on arrival, choosing and finding things for themselves, and helping to tidy up. Children behave well and respond positively to staff guidance and instruction. They learn to share and take turns, and some children correct others appropriately.

Children enjoy books. They actively seek out favourite ones for themselves or for group time. They learn how to handle them appropriately and contribute elements of the story from memory. Children develop a good understanding of how to link sounds and letters through Jolly Phonics practical activities.

Children also develop a good understanding of numbers and are able to count

spontaneously in their solitary play and in group situations. They use different resources to help them recognise numerals and to learn about grouping objects. Staff members use the resources well in order to extend activities for more able children.

Children learn about shape, size and measure through many interesting and practical exercises. They use water, for example, to explore capacity. They also measure each other to compare lengths and weigh objects. Through these activities children learn to use the correct descriptive language, such as 'longer', 'shorter', 'heavier' and 'lighter'. Children use their knowledge of shape and size to solve practical problems, such as puzzles and jigsaws.

Children study many different objects and living things within their environment to explore growth and change. They plant and tend flowers in Spring, explore melting ice, and watch how recipe ingredients change as they cook. They experiment to find out why things happen, how water, for example, falls through a colander. Children develop a good understanding of time and place. They explore aspects of their own life through the 'All About Me' topic, discuss past and present events and explore their local environment throughout the changing seasons. Children learn about different cultures and beliefs to develop their awareness of diversity.

Children use a good range of small and large scale play provision in the hall and in the garden to support all areas of their physical development. They move with control and co-ordination during music and movement activities. They use different tools, like scissors and rollers, to promote hand-to-eye co-ordination. Staff guide younger children on how to use the tools safely and effectively.

Children also enjoy music and exploring rhythm. They join in singing with enthusiasm, explore the sounds of different musical instruments and use them to accompany their songs. They use their imagination well in constructional play, role play and craft activities.

Helping children make a positive contribution

The provision is good.

Children are cared for equally and fairly by staff who have effective systems in place, which ensure that they are included in all areas of the provision. For example, staff only organise activities that are suitable for all children. They invite everyone to join in, and they spend time with all children in small groups and on a one-to-one basis. Staff also keep a chart to ensure that all children are awarded behaviour stars and achievement certificates throughout the year. Children's individual needs are met well by staff through the key worker system, discussion with parents and record keeping. The designated Special Educational Needs Co-ordinator (SENCO) is well equipped to support children with additional needs.

Children behave well and are developing a good understanding of what is expected of them. They sit and listen well, respond to instruction and learn to say 'please', 'thank-you' and 'sorry' at appropriate times. They develop a good understanding of what is right and what is wrong, and will correct others appropriately. When a child tries to snatch a book from another child, the second child tells the first to wait for his

turn. Staff members create a very positive environment within which they promote good behaviour and positive attitudes through lots of encouragement and praise, and presenting reward stickers and certificates. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good.

Staff members develop good working relationships with parents. This contributes positively to children's well-being within the nursery. Staff members discuss and agree upon all aspects of care. Parents complete records and consent forms. This ensures children are cared for consistently and according to the parents' wishes. Parents are kept up to date through good systems of communication. They have daily contact with key workers, can view notice boards and receive regular newsletters. Each term they are provided with details of the topics and suggestions of how to support their child's learning at home. They also have the opportunity to meet formally at the start, and end, of the academic year to discuss their child's progress and well-being. They do not, however, provide parents with the opportunity to contribute to their child's progress assessments by, for example, seeking information from them on their child's starting points on admission.

Organisation

The organisation is satisfactory.

Children are well-cared for by an established team of staff, who work together efficiently in most areas to meet their needs and routines. There are effective systems in place to ensure that staff are suitable and well-prepared to carry out their roles efficiently. These include an employment procedure, a written induction programme and job descriptions for all positions. Staff members' on-going suitability is assessed, through appraisals, to monitor training and development needs. However, appraisals have not been updated for 18 months. Therefore, they are not effective in following up training and development needs.

Staff members organise themselves, and the premises, well for children's arrival. This ensures that the environment is welcoming, that activities are well-prepared and that all safety features are in place. They deploy themselves well throughout the session to ensure that children are closely supervised, supported and not kept waiting between activities. They run sessions according to a structured routine, which keeps them focused and provides the children with a variety of play environments. The setting meets the needs of the range of children for whom it provides.

Staff members keep any records, and documentation relating to children, secure to maintain confidentiality. However, not all documentation is regularly reviewed and updated. These include risk assessments and staff appraisals to monitor the quality of care provided.

Leadership and management is good.

The setting has good systems in place to monitor the provision of nursery education. They have monthly staff meetings and term meetings with Sure Start. They also

follow up Primary Strategy Action plans. All staff members contribute to evaluating the provision by having written evaluation of topics and activities, and by completing individual self-evaluation forms in preparation for inspections. The setting is committed to improvement and staff welcome all advice, recommendations and support from external agencies. They have established good links with the Local Authority and meet regularly with the Early Years Advisor and the area SENCO. They also have liaisons with the local school, which most children will attend in the future, and with other schools in the area.

Improvements since the last inspection

The last inspection required the nursery to develop staff's knowledge and understanding of child protection issues and the related procedures. The staff have all attended child protection training and have a good knowledge of the procedures involved. This will support them in protecting children and in responding to any concerns.

The last inspection recommended that the nursery ensures that there are consistent procedures in place to check that staff are suitable to work with children. Also, that Ofsted are notified of each change in staff membership. It recommended that staff plan a range of activities, play opportunities and resources that will engage and stimulate children, and help their development in all areas. Also, to ensure that staff use behaviour management strategies consistently.

The nursery has an employment procedure in place and the proprietor has obtained reference material from the Local Authority regarding her responsibilities. These systems will ensure that staff members are recruited and vetted consistently according to procedure. Staff members now plan and provide children with a good range of activities, play opportunities and experiences, which promote their learning and development in all areas. All staff members have attended behaviour management training and have reviewed their management strategies. As a result, the children's behaviour is managed well and consistently.

Complaints since the last inspection

There are no complaints to report.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide children with a nutritious choice of drinks and snacks each day
- develop systems of monitoring and reviewing the quality of care provided in all areas, especially with regard to risk assessments and staff appraisals

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide parents with opportunities to contribute to their child's learning assessments, for example, through sharing information on their starting points

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