

# Active Angels Day Nursery

Inspection report for early years provision

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<b>Inspection date</b>	06/04/2010
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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).

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.

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## Description of the setting

Active Angels Day Nursery opened in 2006 and was re-registered in 2009. It is a privately owned nursery managed by a public limited company and is situated in a rural setting in Shirley, Solihull. The children have use of a variety of rooms on the ground floor with the first floor providing facilities for the older children and staff. There is an enclosed area for outdoor play and the surrounding fields are also available.

The nursery is open five days a week from 8.00 am to 6.00 pm all year round. A maximum of 64 children may attend the nursery at any one time and there are currently 95 children on roll who are within the Early Years Foundation Stage. The nursery operates every weekday from 8.00 am to 6.00 pm and children attend a variety of sessions. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 19 staff who currently work with the children, the majority of whom hold an appropriate early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the nursery where their welfare needs are met effectively by a well qualified staff team. The staff work well with parents and other agencies to ensure that children get the support they need. The staff actively promote children's achievements to promote their self-esteem and confidence however, links between observation and planning to provide appropriate levels of challenge are not yet fully effective. Systems to evaluate practice result in changes that promote children's well-being. The leadership of the nursery demonstrates the capacity to maintain continuous improvement for the benefit of children and their families.

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

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

- develop the outdoor space further in order to support children's learning in a rich and stimulating environment, which offers challenging experiences and where they have freedom to explore and use their senses
- ensure that children's assessment records are used consistently to inform planning, identify next steps in children's learning and provide appropriate challenge

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

There is a strong emphasis on safeguarding, with robust policies and procedures which are understood by staff. Designated staff fully understand their responsibility to protect children. Vetting procedures ensure that all staff working with children are suitable to do so. The environment, both indoors and outside, is kept safe due to thorough risk assessments that ensure that potential hazards to children are minimised. All records required for the smooth running of the setting, and to meet the needs of children, are available.

The management team and staff work well to support children's care and learning. They have consistently worked at improving the documentation to record children's progress. They have also reviewed planning of activities to indicate areas to be covered systematically. Regular staff meetings and consistent training needs analysis ensure that staff keep up to date and learn new skills. Good organisation ensures that resources and staff are deployed effectively to support children at all times.

All parents are provided with a welcome pack when children first start and they are kept informed about changes and events in the setting through the use of daily diary sheets, information on wipe boards and regular newsletters. Consistent and inclusive systems of communication result in a strong partnership with parents. They express positive views of the care and education that their child receives. Staff provide progress reports at parents' evening to inform parents of their child's achievements. Partnerships with other agencies and early years providers are well established. Information is shared about children's abilities and strategies are agreed for promoting further care and learning. Children are learning about other cultures and differences in each other through planned opportunities and themes. The learning environment is bright and attractive but resources to enable children to develop an understanding of equality and diversity during every day play, are not readily available.

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

All children have opportunities for daily physical play as set times are allocated throughout the day. There is a secure paved area adjacent to the building with playing fields beyond. Although there are a range of resources stored within the nursery, the outdoor space does not always offer sufficient challenge or support children's learning effectively. Children are able to move freely indoors; babies use push-along toys and a tunnel whilst toddlers make use of a small climbing frame to promote physical play indoors. Older children sing songs and action rhymes. An outside company provide dance sessions on a weekly basis during term time which supports children's understanding about the importance of regular exercise.

Children develop early writing skills as they make lists during play with more able children beginning to form recognisable letters. Children have many opportunities

to recognise their name as they identify their placemats at meal times and self-register on arrival and at snack time within the pre-school room. Children choose books from the rack and settle in the cosy area to look at these. Staff regularly carry out observations to note children's development and to plan for further learning. However, the next step in learning is not consistently included therefore challenges in spontaneous and planned activities are not always pitched correctly for the individual child. Older children enjoy topics, such as, Space and confidently identify different planets and enthusiastically describe their understanding of gravity. Staff and children have created a space rocket, astronaut boots and backpacks which are excitedly used to extend their learning through imaginary play.

Children demonstrate an understanding of maintaining personal hygiene. They talk with staff about the benefit of washing hands after toileting and before meals. They have a well-developed understanding of staying safe because staff, for instance, remind toddlers to sit safely on chairs. Children confidently explain the correct way to negotiate the steps to stay safe. There is a strong emphasis on developing children's confidence and self-esteem. There are display boards and 'sharing trees' that celebrate children's achievements such as 'not having a dummy at nursery'. Children are actively included in decision making, for example, they cut out pictures of equipment they would like to buy with the vouchers collected when shopping with their parents. Children are relaxed and confident in the care of staff; they play well independently becoming active and inquisitive learners. Children develop strong relationships with one another and their behaviour is very good. Children have developed good friendships and are kind and considerate of each others feelings, for example, in the pre school room they offer to pour each other a drink and make room for friends to join the snack time group. Younger children play happily alongside each other and respond positively when asked to share and take turns.

Children are encouraged to select fresh fruits and drinking water or milk which is available in their individual cups for younger children or presented in jugs for self selection by older children. Freshly cooked, balanced meals are provided on a daily basis and menus are displayed to keep parents informed. Children's individual dietary needs are well met as sound communication systems between the parents, staff and the cook ensure they receive food that is safe for them.

## 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	2

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

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

### 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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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