

Little Angels Day Nursery Limited

Inspection report for early years provision

Unique reference number	118101
Inspection date	20/04/2010
Inspector	Maria Therese Conroy
Setting address	1a Dudley Gardens, London, W13 9LU
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Type of setting	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*.

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Description of the setting

Little Angels Day Nursery is privately owned by an individual. It opened in 1989 and operates from purpose built premises. It is situated in West Ealing in the London borough of Ealing. The nursery is open each weekday from 8.00am to 6.00pm all year round. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. They are registered to care for a maximum of 32 children in the early years age group, of whom no more than 12 may be under two years.

There are currently 62 children aged from six months to four years on roll. Of these 12 children receive funding for nursery education. Children come from the local area. The nursery is able to support children who have special educational needs and/or disabilities and English as a second language.

Little Angels Nursery employs eleven staff. Seven of the staff hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children make sound progress in their learning. Children are very settled, happy and play a big part in deciding what activities they take part in. Although there is a mixture of adult and child-led activities, the balance is not always fully effective. The systems for planning, assessment and monitoring are in their infancy or still in the process of being developed and do not clearly identify how the developmental needs of each child are addressed. Although relationships with parents and carers are positive, the information they are provided with in relation to the Early Years Foundation Stage and their child's next steps for development is not fully effective. Policies and procedures are mainly effective; however, not all are fully reflective of the organisation.

What steps need to be taken to improve provision further?

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

- review the procedure to be followed in relation to allegations of abuse against a member of staff, ensuring it is relevant to the organisation to which it relates
- further develop the systems in place to observe, plan and monitor children's progress towards the early learning goals, tailored to meet the needs of individual children
- develop a system to identify the different groups of children attending and to monitor the progress that they are making

- review and improve the systems in place for working in partnership with parents in relation to them contributing to the planning for their children's developmental progress, the information given to them about the Early Years Foundation Stage and the activities provided
- ensure there is a balance of both adult-led and child-led activities to foster active learning.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge and understanding of safeguarding procedures and the steps to be taken to protect children and keep them safe. There are written procedures in place to be followed to protect and safeguard children, although the procedure to follow relating to 'allegations of abuse against staff' is not relevant to the organisation of this particular nursery. The procedures in place to ensure that all staff are vetted are suitable; for example, evidence of qualifications and Criminal Record Bureau status. The nursery identifies dangers and takes steps to eliminate risk through the use of regular risk assessments; in addition, daily checks are undertaken on the areas used by the children.

The nursery has undertaken the process of self-evaluation and areas of weakness have been identified; however, the management team demonstrate the capacity to tackle them effectively. The management team and the staff are motivated to seek further improvement. For example, ongoing training is planned for the staff throughout the year, including gaining further qualifications; in addition, the setting is supported by local development workers.

The nursery has a variety of children from various cultural backgrounds attending; the diverse staff team provide positive role models and the necessary support for families who attend. However, the nursery has yet to develop systems for identifying different groups of children and to monitor the progress they are making.

The setting has a generally positive relationship with parents and carers. The setting seeks and takes account of the views of parents through the use of questionnaires and responds effectively. There is a regular exchange of information with parents and carers, providing them with adequate information on their child's daily care. However, the information given to parents about their child's developmental progress is not as effective and some parents are not fully aware of the curriculum their child is following and their child's next steps which the nursery is working on. There are clear and accessible channels for parents and carers to communicate with the setting; for example, through email and verbally. A regular newsletter generally keeps parents up-to-date about the main events that are taking place. The setting liaises with other providers and partners supporting children and has done so in the past, although no current children attend who require this support.

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

Staff have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. They use a reasonable range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. Observation and assessments and their use in planning are satisfactory; however, the current systems used are still in their infancy and activities do not clearly identify how they are tailor made to each child's development needs. Therefore some children are not always sufficiently challenged to extend their skills and talents. Although some activities are adult-led, the majority are children choice, which means that on occasions the purpose of the activity and the learning objectives are not clearly defined.

Children are secure and develop a sense of belonging to the setting, where they are greeted warmly by a consistent staff team. Children's understanding of safety issues is re-enforced through practical activities such as when they practise the fire drill and when they follow procedures to protect themselves in the sun by wearing hats and sun cream. Good quality interaction and well organised routines help babies and very young children to become secure and confident in the setting.

Children are beginning to show an understanding about healthy lifestyles. They follow appropriate personal hygiene routines and when they discuss where vegetables come from and why they are healthy. Children have regular access to the outdoor play area; they take part in some physical activities outdoors such as steering cars and climbing stairs to the slide, although the garden area is in the process of being improved. Overall, babies and very young children's health, physical and dietary needs are adequately met; for example, their individual daily routines are followed in relation to sleeping and feeding patterns and they have regular opportunities to take part in outdoor play.

Most children, including babies, display a strong sense of belonging and security within the setting and all appear settled and happy. They behave well and are confident, showing good levels of self-esteem and build strong relationships within the setting, with both adults and their peers. Children take the initiative, working well independently as well as collaborating and cooperating with their peers; for example, helping each other doing up fastenings on clothes. Children show a good understanding of diversity, engaging in a good range of activities; for example, they celebrate festivals that are relevant to the families attending such as St Patrick's Day and St George's Day.

Children generally make satisfactory progress in communicating, literacy, numeracy and skills relating to information and communication technology. They are beginning to develop cooperation skills and negotiate with their peers when working alongside them, such as through turn taking when using the water tray. Overall, children generally secure the skills they require in order to progress in their learning. Babies are generally beginning to learn early skills to support future

learning. They show an interest in their surroundings by exploring and investigating the toys around 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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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