



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 404640

DfES Number: 548087

INSPECTION DETAILS

Inspection Date	09/11/2004
Inspector Name	Lorraine Hunt

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Little Angels Day Nursery
Setting Address	C/O LA Fitness Easlea Road Bury St. Edmunds Suffolk IP32 7BY

REGISTERED PROVIDER DETAILS

Name	Mrs Joan Mary Weingaertner
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Angels Day Nursery is a privately-owned day nursery. It opened in 2001 and operates from one main playroom within LA Fitness, which is situated on a retail park on the east of Bury St Edmunds. The playroom opens on to a small, enclosed outside play area. The nursery also has use of the first floor studio for physical activities. A maximum of 18 children may attend the nursery and it's crèche facilities at any one time. The group is open each weekday from 08.00 to 18.00 for 51 weeks a year. An additional crèche operates from 10.00 to 16.00 on Saturdays and a Wednesday evening video/craft session is provided for children aged 4 - 12 from 18.00 to 20.00.

There are currently 33 nursery and 122 crèche children on roll. Of these 12 are three year olds who receive funding for nursery education. Children come from a wide catchments area and attend for a variety of sessions on a day nursery and regular or occasional crèche basis. The nursery is able to support children with special needs and children for whom English is an additional language.

The nursery employs seven staff. Five of the staff including the owner/manager hold appropriate early years qualifications. Four staff are currently working towards a qualification.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Little Angels Day Nursery provides satisfactory care for children under eight years.

Flexible care is offered by a suitably qualified staff team who work very well together. Most policies and procedures are in place and followed to protect children and records help staff to meet children's individual needs. A warm and welcoming environment is provided for parents and children.

Children have access to a broad range of interesting and varied activities, which ensures that they are busy and active throughout the sessions. Staff ensure that children have the opportunity to play outdoors at each session, whenever weather permits. Resources support children's play and learning and many are accessible to children which enables them to make independent choices. However, there is insufficient equipment to ensure that young children's individual needs are met with regard to sleeping and enjoying outdoor experiences.

Staff have a generally good awareness of safety but risk assessments do not comprehensively cover all features of the nursery. A varied menu of healthy snacks is provided and children's individual dietary requirements are met. Staff encourage children to adopt good hygiene practices but some health and hygiene procedures are not always consistently followed to ensure that risks to children are minimised.

Staff and children enjoy good relationships with each other and staff know the children well. They encourage and support children of all ages and praise their efforts and achievements. There are appropriate systems in place to support children with special needs.

Partnership with parents is good. Staff and parents exchange information daily about children's routines and activities to ensure children's needs are met.

What has improved since the last inspection?

At the last inspection the provider agreed to keep a record of significant incidents and to ensure that at least one member of staff, on the premises or on outings at any one time, had satisfactorily completed a recognised first aid course. Most of the staff team are now first aid trained and the remainder are to complete a recognised course in the New Year. Significant incidents are now recorded confidentially on separate sheets. As a result, children's well being is being safeguarded.

The provider has also installed a water dispenser which the children can access whenever they want a drink. This ensures that children have frequent opportunities to drink and they can see to their own needs which fosters their independence.

What is being done well?

- Staff work well with parents to support the children's well being. Parents are given a comprehensive prospectus when their children start, which includes the nursery's policies. Information about the children is shared on a daily basis and parents have the opportunity to meet with staff to discuss their child's progress. Parents are actively encouraged to feedback any comments they may have about the setting to the owner and staff on accessible evaluation cards.
- Staff provide the over - twos with a broad range of activities which include lots of opportunities for children to enjoy messy play experiences where they can play and learn through their senses, for example, jelly, cooked spaghetti,

What needs to be improved?

- the development of a lost child policy
- the accurate recording of staff and children's attendance
- the provision of sufficient, suitable equipment to enable babies to enjoy outdoor experiences and to meet the individual needs of sleeping babies and young children
- risk assessments; to include all issues relating to the nursery such as the partition gate, the use of the studio, bottle and food reheating procedures and evaluation of accidents recorded
- nappy changing and bedding changing procedures

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
2	develop a lost child policy and ensure that attendance of children and staff is recorded accurately	01/01/2005
5	Ensure that there is sufficient, suitable equipment to enable children's individual sleeping needs to be met and to enable babies to enjoy outdoor experiences. Provide an action plan to show how this will be achieved.	01/01/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	ensure that risk assessments cover all issues relating to the nursery including bottle and food warming procedures, the partition gate, the use

	of the studio and an evaluation of accidents recorded.
7	ensure appropriate bedding and nappy changing procedures are followed to prevent the spread of infection and to meet environmental health standards

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Little Angels Day Nursery is good. It enables children to make very good progress towards the early learning goals in their creative development and generally good progress in all other areas.

The quality of teaching is generally good. Staff manage the children well and have good relationships with them.

Staff use open ended questions to help extend children's play. All staff use their knowledge of the Foundation Stage to plan adult focused activities using appropriate stepping stones, although activities are not always adapted or pitched at a level suitable to children's individual needs and there are some missed opportunities to introduce some learning concepts during everyday routines.

Indoor space is organised to encourage children's independence through the accessibility of resources and equipment. Good use is made of the fitness gym to promote children's physical development and children are given regular access to the outdoors

Staff assess children's progress towards the early learning goals using the stepping stones and observations are used to inform planning.

Leadership and management is generally good. Regular staff meetings are used to evaluate practice and discuss planning, which is undertaken by all staff, although lack of a systematic overview results in an imbalance in some areas. Staff appraisals are held to identify areas for development and training needs.

Partnership with parents is generally good. Parents receive comprehensive information about the Foundation Stage. They feel that their children are given ample learning opportunities.

The group hold parent's evenings (at a time convenient to working parents) and share information verbally on a daily basis. Written reports on children's progress are given annually, although not all parents of younger 3 year olds are aware of this.

Parents receive regular newsletters, are kept up to date with themes and have the opportunity to use suggestion cards.

What is being done well?

- Children join in enthusiastically during well resourced music sessions and a weekly music group with a qualified music teacher. They explore sound and rhythm and are developing their listening skills through distinguishing the sounds of different instruments. They sing confidently and join in with action rhymes and songs.

- The accessibility of the resources and equipment encourages the development of children's independence. Low level shelving units around the room allow the children to make choices and self select and they are learning to put items away once they have finished with them.
- Children are happy and settled in the group. They are confident and eager to try new activities, especially when exploring the varied and exciting range of material provided in the 'sand' trays such as jelly and cold spaghetti.
- Children are gaining a sense of their community through visits to the group from firemen and a fire engine, physiotherapist and weekly music teacher.

What needs to be improved?

- the programme for physical development to include opportunities to learn about keeping healthy
- planned and spontaneous opportunities for children to discuss their feelings and learn right from wrong.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children show enthusiasm for activities and are learning to persevere. They learn to share and take turns and are forming good relationships with each other and staff. Good behaviour is encouraged, however there are limited opportunities for children to learn right from wrong and discuss their feelings. Children are encouraged to manage their self care independently and are able to select toys and resources for themselves. They are beginning to develop an awareness of their own community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's speaking and listening skills are developing well. They use language to describe real and imaginary experiences. They are beginning to learn about letter sounds and some children are beginning to form letters. Children frequently explore rhythm and sound through songs and rhyme. They mark make indoors and outside and opportunities are provided for writing for a purpose in the home corner, but this aspect is not encouraged by staff. Children listen and enjoy books.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count and use numbers in planned activities and everyday situations and some children can count reliably to 10. Although everyday activities are not fully extended to compare numbers and develop simple problem solving skills. Most children can recognise numerals 1-5. They join in with number rhymes and songs. They are learning about size, shape and quantity through practical activities and are able to use mathematical language to describe position and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are given regular practical opportunities to explore and investigate objects and materials and look at similarity and change. They have the opportunity to construct and design in 2D and 3D They talk about where they live and learning opportunities are enhanced by visitors into the group. They have access to everyday technology through the use of calculators and tape recorders and are beginning to show an interest in the computer, although this is not planned into everyday routines.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently, with control, and co-ordination in the exercise gym and outside. They have opportunities to practise their balancing skills and they are developing an awareness of space, themselves and of others. They have access to a variety of tools when using playdough, painting and craft activities. Hygiene practises are in place but there are no planned activities to learn about keeping healthy, nor is it reinforced through daily routines.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are given good opportunities to regularly explore texture, colour and shape in 2D and 3D using imaginative practical activities. They use their imagination in art activities and during a variety of role play situations, especially dressing up and are learning to communicate their ideas thoughts and feelings. They are given daily excess to paint and collage activities which they freely access. Children take part enthusiastically in regular music sessions and to respond to music.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the programme for physical development to include opportunities for children to learn about keeping healthy
- provide planned and spontaneous opportunities for children to discuss their feelings and to learn right from wrong.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.