



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 255142

DfES Number: 591800

INSPECTION DETAILS

Inspection Date 22/05/2003
Inspector Name Susan Rogers

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Little Angels Day Nursery
Setting Address 2 Davison Road
Smethwick
West Midlands
B67 6JL

REGISTERED PROVIDER DETAILS

Name Miss Viv Bent

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 opened in 1991. It operates from a converted semi detached house which has been extended to offer additional space. The nursery serves the local areas of Smethwick, Bearwood and Oldbury.

There are currently fifty children on roll from six weeks to five years old. This includes three funded three year olds and one funded four year old. Children attend both full and part time.

The nursery is open from 7:30am to 6:00pm five days per week, closing for bank holidays, Christmas and New Year.

Fourteen full time staff work with the children, six of these have early years qualifications, two staff are nearing completion of early years qualifications.

The nursery receives support from the early years development and child care partnership.

The setting uses a High Scope approach to teaching.

How good is the Day Care?

Little Angels Day Nursery offers good quality care for children aged 0-5 years.

Children are treated as individuals with there being a strong emphasis in the area of equality of opportunity. This is reflected in the wide range of resources and activities available that support children's emotional well being.

Children behave well; staff have good knowledge of the children they care for and are consistent and skilled in their management of challenging situations.

The management structure is comprehensive with staff being supported with training and advice in their role.

There is a good partnership with parents, with regular nursery newsletters and effective daily communication between parents and nursery staff. Parents as a consequence feel supported by the nursery in their role.

Priority is given to children's safety during the nursery day, through the vigilant supervision of the children and effective health and safety monitoring procedures.

What has improved since the last inspection?

At the last inspection actions were made that included ensuring resources were made readily available to children, children were spoken to and staff have high expectations of what they can achieve.

Nursery have purchased low-level shelving and all equipment is situated at child level. Children were observed having access to, and playing with a variety of resources during the inspection. Outdoor areas have been refurbished to include all weather decking with ramps and moulded play equipment. Outdoor sessions for all children are incorporated in the planning. Staff have attended training to promote the all round development of early years. Planning assessment and observations detail the milestones that children have achieved. Staff and children were observed having good quality interaction. Staff assess all of the children and plan activities that will assist them in the next stage of their development.

What is being done well?

- There is a strong emphasis on equal opportunities within the nursery, resources and activities reflect the diversity present in society. (Standard 9)
- Children with special needs are included in every day activities, with equipment and planning to help them reach their full potential. (Standard 10)
- The safety policies are comprehensive; equipment and premises are monitored for safety on a regular basis and staff are vigilant of the safety of the children during the nursery day. (Standard 6)
- The care of all of the children is good. Activities are planned that meet their individual needs and include a variety of experiences that meet both emotional and educational needs. (Standard 3)

What needs to be improved?

- staff with a current first aid certificate; (Standard 7)
- policy for behaviour management. (Standard 11)

Outcome of the inspection

Good

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

Std	Recommendation
2	Review the operational plan to include how the out of school setting runs alongside the nursery.
7	Ensure that at least one member of staff has a current first aid certificate.
7	Obtain advice from the Environmental Health Department in respect of potty hygiene practices.
11	Review the wording contained in the behaviour policy to focus on more positive language.
14	Review the lost child procedure, to incorporate more detail.

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

How effective is the nursery education?

Little Angels Day Nursery offers early years education where children are making very good progress towards the early learning goals.

The quality of teaching is very good. Activities are planned that follow the early learning goals and support children's learning through a variety of experiences.

The equipment used is well chosen and accessible. Children are encouraged to freely choose the equipment they use.

Staff and children communicate well with each other which enables children to develop a broad vocabulary.

Children behave well, show concern and are caring towards each other. Staff also have a high expectation of children's behaviour.

The partnership with parents is very good; parents are well informed of their child's progress through newsletters, informal chats and displayed information. Parents are encouraged to support their child's learning.

The planning of activities is good; each area of learning is linked to the activities and sessions are evaluated by teaching staff, this determines what has been achieved after each session. Planning is supported and checked by more experienced staff and is linked to teacher evaluations.

Assessment of children is thorough and is designed to meet the needs of individual children.

Children with special needs are supported through planning and links with appropriate agencies. Equipment is chosen that meets their specific needs. Staff have good knowledge of how they can support children with English as an additional language.

Leadership and management is very good; there is an effective structure which is able to offer constructive support to less experienced members of staff.

What is being done well?

- Planning and organising activities that suit the educational needs of the children.
- Communication, language and literacy is very good with children being able to use a wide vocabulary.
- Personal, social and emotional development is very good, children are

independent and demonstrate caring skills towards each other.

What needs to be improved?

- more opportunities to include mathematical language in everyday activities.

What has improved since the last inspection?

A teacher mentor from the early years partnership is used to support staff understanding of the stepping stones. This knowledge is then used to help children reach their early learning goals.

Resources and equipment are easily accessible to children, with children being encouraged to choose freely.

Indoor space has been rearranged, with children having access to various areas that are in keeping with the type of activity offered.

Mathematical activities have been extended, to include children's understanding of the use of money.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Provision for personal social and emotional development is very good. Children behave well and demonstrate caring skills towards each other. Children are independent, demonstrate good social skills and are able to work well together. Children demonstrate good levels of concentration, meet their activities with enthusiasm and are always keen to participate.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The programme for communication language and literacy is very good. Children speak very well, have a good vocabulary and use this to communicate effectively. They are able to communicate their ideas and experiences through a variety of imagined scenarios. Children have the opportunity to practice writing skills and understand the concept of written text. They are able to understand that books are a source of reference material that can be accessed.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The provision for mathematical development is generally good. Children are confident in handling money in play situations. They are familiar in the use of mathematical language to solve practical problems and some children are able to count up to twenty. Children are able to use a variety of mathematical equipment to support their learning. There are limited opportunities however, for children to extend their mathematical language when comparing size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Provision for knowledge and understanding of the world is very good. Children are able to understand the concepts of time and how this affects their every day lives. There are opportunities within the planning that allows children to relate to their own lives and there are opportunities to discuss every day experiences. The children are skilled in using a variety of equipment for construction. There are opportunities for children to understand that technology can assist in their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Provision for physical development is very good. Children are confident in using a variety of large scale equipment and have good body co-ordination, being aware of their own limitations when exercising. Children have an understanding of how they are able to keep their bodies healthy. They are skilled in the use of small scale equipment, using this to construct three dimensional structures.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The provision for creative development is very good. Children are able to contribute to dance songs and rhymes with a variety of opportunities made available. They are able to sing songs from memory and use percussion instruments to support their enjoyment and understanding of music. There are opportunities for children to explore their creativity using a variety of textures and use of their own creative ideas is encouraged.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Increase staff's knowledge of how to use everyday activities to help children develop mathematical language in the areas of size, shape and volume.

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.