

Little Angels Day Nursery & Pre-School

Inspection report for early years provision

Unique reference number	131707
Inspection date	06/12/2010
Inspector	Liz Corr
Setting address	217 Blackstock Road, London, N5 2LL
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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*.

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

Little Angels Day Nursery open in 1991 and was registered at the current premises in 1998. It operates from a converted fire station in the N5 area of the London Borough of Islington. The setting has four group rooms for babies, toddlers and the pre-school children, each with their own bathroom facilities. An enclosed outdoor play area is also available. The setting is open each weekday from 8am to 6.30pm for 49 weeks a year.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 72 children in the early years age group may attend at any one time. There are currently 84 children in the early years age group on roll. The nursery provides funded early education for three and four year-olds. They also support children learning English as an additional language and children with special educational needs. The nursery employs 23 staff working directly with the children of whom 19 hold suitable childcare qualifications. Several staff are currently completing further childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is committed to providing an inclusive environment and promotes children's individual welfare and learning needs very well. Self-evaluation and reflection is strength of the setting and consequently they are making continuous improvements and providing good outcomes for children. Staff have developed excellent relationships with parents this ensures that they have good information about each child's individual needs and their welfare and learning are being well promoted.

What steps need to be taken to improve provision further?

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

- further develop consistent behaviour techniques using key staff who know the children well
- further develop opportunities for planned and spontaneous learning at meal times including self-help skills

The effectiveness of leadership and management of the early years provision

Good leadership and management and a team that work well together provide achievable targets for ongoing improvements as they self-evaluate the setting very

well. All recommendations from the last inspection have been met appropriately. Children's safety at the setting is prioritised as the staff have increased their knowledge of risk assessment and provide the children with a safe and secure environment. Effective procedures are in place to ensure staff are suitable to work with children. The staff are vigilant and have a secure understanding about procedures for protecting children. Good ratios and deployment of staff further protects children's safety and provides effective support for their individual needs. Management are committed to improving the quality of the setting. Staff receive regular training both in house and through the local authority. As a result staff are motivated and work well together providing new activities for children to promote their learning and enjoyment.

The setting has highly positive relationships with parents. They are well informed about the setting and are provided with a variety of ways for making their views known. They are well informed about their children's development and well-being. For example, staff provide daily informal feedback as well as availability through telephone calls for parents who may need to be updated about their child's well-being. Formal sessions are provided for parents to meet with staff to discuss their progress in more detail through parents' evenings or during individual appointments with staff. The setting continues to encourage and support parents involvement in their child's learning. Parents spoken to at the inspection report that they are very happy with their child's progress and the support they receive from the staff. Consequently their children are very happy here and are making good progress.

The setting is committed to providing an inclusive environment and promotes children's individual welfare and learning needs very well. The staff have a good understanding of each child's background and individual needs. Children are learning about the wider world as they celebrate a wide range of religious and cultural festivals. Children's awareness is developed as they dress up in costumes and enjoy food from other countries around the world. The setting uses good resources during celebrations. However, resources promoting positive images of diversity are not as readily available in areas such as the book corner for babies and toddlers. Children's home languages are generally well supported as staff ask parents for key words in their home languages. Children have opportunities to learn about other languages such as, French and Spanish. The setting has identified as area for improvement further support for children by asking families to provide music and stories in their home languages. There are secure systems in place to identify children who may need additional support including, children with special educational needs and/or disabilities. The setting works very well in partnership with parents and others to promote children's learning, development and welfare. The setting has recently provided parents with an opportunity to make suggestions and comments through a survey. All parents who took part were happy with the service provided

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

The staff team have a very secure understanding of the Early Years Foundation Stage. As a result children participate in a wide variety of activities based on their interests and developmental needs. Children's art work and photographs are displayed attractively around the setting which promotes their self esteem and sense of belonging here. The staff have recently updated their knowledge of creative and natural play experiences. Consequently, babies and toddlers explore and investigate a wide range of natural resources and materials. They are encouraged to feel the texture of grated soap before it is placed in the water tray. Staff continue to encourage their interest as they introduce them to the bubbles that have appeared in the water. Children are delighted as they feel the bubbles. Their developing language is prompted as staff describe the texture of the bubbles to the children.

Older children benefit from a variety of opportunities to promote their language. They have access to good resources such as story sacks which are filled with props from the story. Children gather in small groups to listen and take an active part in the story. This supports their social and language skills as they learn to share and read together with effective adult support. Children listen well during singing activities and confidently ask for their favourite songs. Staff are introducing makaton to further encourage language development. Children are introduced to numeracy during cooking activities as they count the eggs and are introduced to the concept of weighing ingredients. Their thinking is extended as staff ask what they think is likely to happen when they add the eggs to the flour. Children are provided with lots of opportunities to develop creative skills. They become immersed when they are making Christmas trees which they cut out themselves and thoroughly enjoy adding paint and glitter. Older children excitedly participate in their nativity rehearsals and participate well during the songs and actions. They are provided with good adult support throughout which promotes their involvement and enjoyment.

Parents provide useful information at the beginning of their child's placement which informs staff about their individual needs. Children benefit from secure transition periods as they move on to the next age group. Staff spend time settling them into their new rooms and provide new staff with details of their starting points. Staff regularly observe and assess children's development. Examples of their progress are recorded in profile books which are available in each group room. Parents are encouraged to access these and add to them using sheets provided by staff to share details of their interests from home. The setting have acknowledged that this is an area they wish to continue to develop so parents can be further involved in their child's learning. Older children have access to the quiet room where they take part in activities that are organised by teaching staff at the setting. Staff spend time with small groups of children and provide activities to further develop their skills in the six areas of learning. Children are eager to play in the quiet room and benefit from the well organised sessions which take into account their varying needs. Teaching staff assess the children and plan activities

to support the development of each child as they carefully track where children need most support. Information is shared with the rest of the staff team which ensures that children's key staff are well informed of areas that children may need support in.

Children enjoy meal times and are keen to learn independence skills even toddlers are learning to serve their own main course at lunch time. However, while children wait for their deserts some children become distracted and restless. There are some opportunities for children to continue their learning during meal times as staff initiate conversations about their day and promote their interest. However, opportunities for planned or spontaneous learning at meals times is not as well organised for all children. Children receive praise for their good manners at meal times for instance, when they say please and thank you, this promotes their self esteem.

Children's well-being is promoted as they are provided with a key person at the setting. This helps to develop their sense of security at the setting and also provides parents with a member of staff who knows their child very well. Children's behaviour is generally managed very well. Staff know the children well through their partnerships with parents. However, on occasions when children display challenging behaviour this is not consistently managed by key staff who know the children well.

Children's health is very well supported. They have plenty of opportunities for exercise both indoors and out. Older children have a planned exercise program each week and the setting has also identified that this is an area they wish to develop for children under two. Children have very good opportunities to access outdoor play and take part in a range of physical exercise and continue their learning outdoors. They learn to ride bikes and develop skills such as catching and throwing. Children become very excited when a member of staff suggests a game of hide and seek. They can't wait to hide in the tunnel or inside the climbing equipment. They are keen to demonstrate their counting skills as they count up to twelve before the staff can find them. Children are provided with healthy and well balanced meals which are cooked on their premises and cater to their individual needs. Children learn about good hygiene as they regularly wash their hands. Furthermore staff remind them about why they have washed their hands before cooking activities which reinforces their understanding.

Children gain an excellent understanding of how to keep themselves safe. They regularly practise the evacuation procedure which helps them to know how to behave in an emergency. They learn how to keep safe on outings as they are reminded how to cross roads and to be very aware of looking and listening when they cross roads. The well organised routines help babies and toddlers to feel safe and secure with staff they know well.

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?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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