

Angels Day Nursery

Inspection report for early years provision

Unique reference number EY412023
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Inspector Elaine Poulton

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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

Angels Day Nursery was registered in 2009 and re-registered in 2010 as a Limited company. The nursery operates from a property in Great Barr, Birmingham. There is a fully enclosed garden for outdoor play. Accessibility to the premises is via a flat driveway and one step up into the hall. The nursery is registered to care for a maximum of 28 children in the early years age range, with no more than 12 children under the age of two years. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting is open from 7.30am until 6.00pm Monday to Friday all year round with the exception of Public Holidays and Christmas. The Nursery has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs nine members of staff to work directly with children. Five staff hold an appropriate Level 3 early years qualification and four staff hold an appropriate Level 2 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. Inclusive practice is an outstanding strength within the setting and staff are skilled at recognising the uniqueness and individuality of each child. Children's welfare is well safeguarded by an effective range of policies, procedures and permissions. Good relationships are maintained with parents to secure knowledge of children's routines and needs. Links are fostered well with other agencies involved in the delivery of the learning and development framework. The evaluation system is effective and identifies the strong commitment of the staff team to continuous improvement.

What steps need to be taken to improve provision further?

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

- make sure the risk assessment covers anything with which a child may come into contact with.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the staff team has a good knowledge of child protection issues and most staff have completed Level 1 and Level 2 Child Protection training. They have a good understanding of their role in safeguarding children and the procedures they must follow if they were to have a concern about a child in the nursery. They know of their responsibility to ensure that all people working directly with children or having contact with them are appropriately

vetted. Most staff have a current paediatric first aid certificate. Children feel safe inside the setting because staff are extra vigilant with visitors and security in and around the premises. For example, there is a close circuit television in operation. Children are learning how to evacuate the premises quickly in an emergency. They are encouraged to pick up toys from the floor and to tidy away resources after use to keep the floor space free from tripping hazards. They are also encouraged to be mindful of children sleeping and resting on sleep mats. Older children are developing their understanding of safely crossing roads and the importance of using the 'zebra crossings'. Younger children do not have access to small items that may pose a danger to them. These measures help children to learn to keep themselves and others safe. There is a broad range of risk assessments covering most areas of the premises and equipment, however, not all potential hazards are fully assessed. For example, two small free standing wooden tables designated for the baby room have not been risk assessed to ensure that children's safety is not compromised. Inclusive practice is exemplary in the setting and inclusion is strongly promoted through activities and discussions. Positive attitudes towards diversity and difference ensure that children and their families feel included, safe and valued. Staff consistently seek ways to offer equality of opportunity to all children. They continuously promote an inclusive environment to develop children's enjoyment and freedom of movement and access to resources, toys and equipment both indoors and outdoors. Sensitive assessments are undertaken on a regular basis and effective systems are in place to exchange information with parents about what children know and can do when they first start. This helps to plot the children's achievements and the progress they make. Well-planned support systems are in place for children with learning needs and/or disabilities. This includes liaison and support from other professionals involved in the assessment process. Ongoing improvements to the building enhance care, play and learning opportunities for all children thus promoting an enabling environment. For example, an additional nappy changing facility is planned for the first floor bathroom to ensure and promote accessibility. Newsletters, notices, daily diaries and informal discussions take place regularly. Digital photographs capture planned learning activities in the nursery and are used purposefully in individual 'learning journeys' to document children's development. Sessions are available to parents to review children's progress and initiate a shared understanding of children's individual needs. Staff develop and maintain good relationships with children and their parents, extended family and carers. Parents are offered good quality information about the setting which includes well-written policies, procedures and permissions. Parents share babies and younger children's individual daily routine care needs with staff which in turn ensures they receive a good level of support. A daily written diary detailing activities, routines and development matters is also shared with parents along with their 'learning journey'. Parents comment that they are 'Very pleased with the level of support offered to their child by the key person and other members of staff' and that they are 'Happy with the level of care offered' and that 'Sometimes their child does not want to go home'. Teachers from receiving schools visit the nursery and visa versa and links are developing well with the local Children's Centre. Children's progress is shared in the form of the 'transfer document' during the transition period. Firm plans are in place to increase links with other providers delivering the early years framework to promote the continuity, care and education for each child. There is good system to evaluate the service through the use of a detailed written self-evaluation

document. Management are actively involved throughout the nursery and strive diligently to improve the overall quality of care and education. The evaluation highlights that 'senior staff and the owner are always looking at ways to improve the provision; from staff recruitment to provision of resources'. The management team are motivated to improving practice through encouraging staff to attend training events and to gain further qualifications such as an early years degree. This demonstrates a positive outlook concerning continual improvement.

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

All children are included and valued. They settle quickly and are happy and respond well to the individual time and attention they receive. Staff have an awareness of what children like and what they are interested in and use this knowledge appropriately to ensure they access the resources that support and extend their learning. For example, babies like to join in and clap their hands together with excitement and wave when staff sing their favourite nursery rhymes. They all join in happily, smiling, gurgling and shuffling backward and forwards on their bottoms. Younger children enjoy blowing bubbles and watch in amazement as the colourful bubbles float away and then pop. Staff encourage children to join in and repeat words. This helps to promote and develop their communication and language skills. Younger children explore a broad range of battery-operated resources, books and small world toys and staff introduce vocabulary and repeat words to them during play. Staff count along with them and encourages them to repeat the names of colours and shapes. They have messy and sensory activities to investigate and explore. For example, they enjoy colouring, sticking and gluing. Language and communication skills are well promoted as older children join in lively action songs, share news or stories. Letter sounds, numbers and musical sound patterns are regularly reinforced in daily activities, with visual and symbolic charts, pictures and basic Makaton sign language enhancing children's understanding. Positive attitudes are promoted towards diversity to help children to value aspects of their own and other people's lives. Children have good opportunities to learn about themselves and others through a range of resources available to them which reflects diversity. This reinforces their learning in a relaxed way. Staff increase older children's awareness of the world around them as they take part in regular sessions where a nurse, doctor, dentist or fire fighter is invited into the setting to talk about their work. The children are excited to listen to their heart beat through a stethoscope. This also helps to broaden their range of experiences and supports their social skills and awareness of people who help us and the wider community. Acceptable behaviour is reinforced through basic 'rules' which encourage younger children to share and be kind to one another and older children to play cooperatively. This enables all children to be treated fairly and to consider the needs of others and respect boundaries. They are encouraged to develop skills for their future well-being as they learn to solve problems and work together. They have access to a computer and printer and their work is displayed, which gives them a sense of belonging. Good hygiene practices help to minimise the risk of cross-infection in this setting. For example, children are learning about the importance of good personal hygiene when visiting the bathroom and younger ones are helped to use tissues and have their hands wiped over before they begin

eating. Routines are in place to ensure children benefit from daily fresh air and opportunities to become active. One-to-one attention provides very young children the encouragement to develop mobility and large skills, such as, crawling, standing and walking. The nursery menu provides a good range of healthy snacks and nutritional meals which is prepared and cooked each day. Drinking water is always readily available. Babies have their own formula bottles which are freshly made up as and when necessary.

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	2

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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	2
The extent to which children adopt healthy lifestyles	2
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