

Cute Little Angel's Baby Unit

Inspection report for early years provision

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Inspector

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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

Cute Little Angel's Baby Unit was registered in 2010. It is located in the annexe of St Margaret & St. Gregory's United Reform and Moravian Church in the Harlesden within the London borough of Brent.

A maximum of 14 children in the early years age group may attend at any one time; of these none may be over two years. There are currently 10 children in the early years age group on roll.

The group operates each week day from 8.00am to 6.00pm through out the year. The setting is registered on the early years register.

The group employs five staff including the manager. All staff hold early years qualifications. The manager is completing a foundation degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The group provides a warm and inclusive provision where children are settled and happy. Children enjoy their activities and achieve very well because staff are skilled at promoting the children's welfare. Children receive individual care and attention because the nursery operates an effective key person system and develop close relationships with children's parents. The manager is aware of the strengths and areas for improvement within the group and is working effectively with staff and parents to improve standards for children. For example, she is committed to increasing opportunities for children to enjoy daily fresh air and exercise to promote their good health and physical skills.

What steps need to be taken to improve provision further?

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

- provide more regular opportunities for children to access and develop their skills in using information and communication technology
- improve opportunities for children to enjoy daily outdoor play to support their good health and their physical skills

The effectiveness of leadership and management of the early years provision

Safeguarding children is highly prioritised for example; the procedures for the recruitment and selection of staff are robust, ensuring that children are cared for by adults who are suitable, having been carefully selected and vetted. Children are

well safeguarded and staff have received training in child protection to ensure that they are fully aware of their roles and responsibilities in protecting children from harm.

The group is well organised to ensure the safety of the children. It is effective in helping children to feel safe so that they settle and learn in a welcoming atmosphere that focuses on individual children and their families. Effective steps are taken to ensure that children are safe indoors and out and that furniture, equipment and toys are suitable very clean and safe. Detailed risk assessments are regularly reviewed with effective action taken to reduce hazards.

The experienced manager has a clear vision of the nursery and effectively shares her ambition for the group and is beginning to implement improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of parents and staff. This open self-reflecting approach ensures children are happy and flourish in a stimulating planned environment.

Good quality resources are freely accessible helping children to make independent choices. The day is carefully planned around meeting children's individual welfare and learning needs. However, children are not yet provided with daily opportunities to enjoy fresh air and exercise to further promote their good health and physical skills.

Staff are well deployed to support individual children and groups of children. Each child is actively supported by key persons and parents welcome the written detailed account of their child's day. Babies follow their home routines as far as possible because parents provide staff with very detailed information about all aspects of their child's development. Staff encourage parents to share on going information about things children enjoy at home so that they can include children's home interests in the group planning. All policies and procedures are clearly written and are an effective aid to staff in their daily practice to support children's welfare.

Staff actively promote equality of opportunity so that all children make good progress in the learning and development. Children's family backgrounds are valued and staff sensitively promote their understanding of similarities and differences. Procedures for identifying and meeting any children's special educational needs and/or disabilities are in place and demonstrate how important liaison with the relevant agencies is in ensuring that all children are supported in reaching their full potential. Partnerships with supporting service and plans to extend contact with other providers promote progression and continuity of care for the children attending.

The nursery works successfully with parents. Parents receive detailed information about the group in their initial parent pack and through daily written feed back. The key person is effective in keeping parents well informed of their children's progress and the informal friendly approach enables parents to verbally share their knowledge of their children with the staff. A home link book is used effectively by staff to keep parents well informed about their children's daily routine. Parents are

closely consulted on their children's development and are invited to regular evening meetings to meet with staff to discuss their children's achievements. This helps them to be effective partners in their children's learning. Written questionnaires and a parent's suggestion book are used effectively to identify parents' views and staff act upon the feedback received to further improve the service for children and parents. Parents commented on how much their children enjoy coming to the nursery every day and on the welcoming, caring and supportive attitudes of all the staff.

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

Children's welfare needs are met because they receive a high level of individual care and attention. Children make good progress towards the early learning goals and enjoy their time in the setting. The growing understanding of the Early Years Foundation Stage and the early learning goals enables staff to help children make good progress.

Teaching is highly engaging and the staff have a good understanding of the children's next steps in learning. As a result they are flexible and build well on the children's interests. Each child has a learning journey folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownerships to the child. This includes photographic evidence of their work and clearly shows their progression during their time at the group. In addition, staff effectively plans for individual children with the use of observations and assessments. As well as leading activities and encouraging child-led activities staff support and extend all children's development and learning by being an active listener and joining when appropriate. For example, during a sand play activity staff spend quality time supporting and encouraging a small group of children to develop their communication and language skills as they eagerly fill their various containers with sand and show their delight as they pour and mould their sand models.

Children are enthusiastic and inquisitive learners. For example, babies have a wonderful time exploring and investigating the sounds and textures of various objects in treasure baskets and exciting range of play resources that promote their sensory skills. Children are making good progress in their creative development. For example, they show their excitement squealing with delight, blowing and catching bubbles. They thoroughly enjoy playing their chosen musical instruments moving excitedly to the rhythm of the music around the room. Children enjoy exploring different textures when participating in a stimulating range of creative activities such as, making and playing with jelly, baked beans, shredded paper and corn flour.

Children have good opportunities to make sense of the world and are able to participate in a wide range of activities that encourage their interest and curiosity. For example, they enjoy operating simple equipment such as a torch and are

fascinated by the different colours of flashing lights from a large sensory ball. However, children have few opportunities to use information and communication technology to support their learning.

Children are encouraged to develop a healthy life style through the provision of healthy and nutritious meals and snacks that support their individual dietary needs. For example, they enjoy eating roast chicken, potatoes, bolognaise, pasta bake and vegetable curry with rice. In addition, children are offered a selection of fresh fruits and vegetables sticks daily along with regular drinks of fresh drinking water and milk throughout the day.

Children feel safe and effectively develop their understanding of issues relating to safety. They regularly practise leaving the building in an emergency and are beginning to understand simple rules for keeping themselves safe.

Children's emotional well being is extremely well nurtured. They share positive relationships with staff and their peers which help them to feel secure. Staff know each child well and make every effort to meet their individual needs and ensure all children are included. Staff ensure that they share information with parents to create consistency between home and the group so that children learn about boundaries.

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	2
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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