

Little Angels Day Nursery

Inspection report for early years provision

Unique reference number 255142
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Inspector Jasvinder Kaur

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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 opened in 1991. It operates from a converted semi-detached house which has been extended to offer additional space. All children share access to an enclosed outdoor play area. The nursery serves children from the wider catchments areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 71 children may attend the nursery at any one time. There are currently 46 children on roll from six weeks to five years old. This includes children who are in receipt of nursery education funding. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. 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.

The nursery employs 11 members of staff, nine of whom hold early years qualifications to level 2 or 3. Two staff are qualified to level 4 and one is working towards a level 4 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff working with the children have appropriate childcare qualifications and have a commitment to accessing ongoing training. The setting's policies and procedures are effective and inclusive for those children who attend and take account of their culture and background. Effective partnerships between parents and other providers and agencies ensure children's individual needs are met. Regular self-evaluation by the manager and staff, with the contribution of parents and children, ensures that priorities for development are identified and acted upon in order to promote a good quality of education and care. Most of the required documentation is in place.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child (Safeguarding and promoting children's welfare). 21/02/2011

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

- further support young children's independence by providing adequate equipment particularly for hand washing
- ensure accuracy of accident records relating to children.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among the staff who work with the children. Staff receive regular training on safeguarding, and thorough policies and procedures are shared with parents to ensure they understand the duty of adults to protect children. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas and for projected outings. Records with regard to medication and attendance of children, staff and visitors are accurately maintained. However, accident records contain erroneous details and, at admission stage, the setting does not obtain information from parents about who has legal contact with a child. This is a specific requirement of the Early Years Foundation Stage.

Children independently access well-organised resources and most equipment in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. The children's artwork and mark-making skills are displayed well to boost their self-esteem. Staff are proactive in promoting equality and diversity. Children are encouraged to understand and respect the values and differences of others, as they celebrate festivals all through the year, including the Chinese New Year, Diwali, Easter and Christmas. Staff support children with additional needs and children from minority ethnic groups very well, especially through their links with outside agencies. They value linguistic diversity and provide opportunities to develop children's home language in their play and learning. Some staff are also trained to use Makaton signing to support children's communication and language skills. Parents are kept well informed about their children's achievements and development through regular verbal feedback and six-monthly parents' evenings. The partnership with other providers delivering the Early Years Foundation Stage is being suitably developed in respect of promoting the continuity of children's learning and well-being.

The management is motivated to enhance practice through collating the views of staff in identifying areas for further improvement. Staff receive ongoing support from the local authority and attend a range of relevant training courses. This leads to better outcomes for children. All the recommendations raised during the previous inspection visit have been met successfully.

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

Children are happy, confident and have a positive attitude to learning. They interact positively with staff, who spend time talking to and playing with them. An effective key worker system ensures children are cared for consistently. Consequently, children are confident in approaching staff about their needs. Staff plan purposeful play and a good balance of adult-led and child-initiated activities. Planning of activities embraces children's choices, interests and next steps to ensure that each child receives challenging experiences towards the early learning goals. Good quality resources are deployed effectively to enable children to choose their play. Babies and young children move freely and with pleasure in a well organised space and respond with delight to rhythm and music by means of gestures and movements. They explore their surroundings and are provided with challenge and support to develop their skills.

Children's learning and competence in communicating is well supported. They extend their vocabulary by sharing their thoughts and experiences throughout the session. Staff interact with the children, engaging them in conversation and promoting their language abilities. During group activities, children pay close attention and respond appropriately while listening to stories or singing songs. Good opportunities are provided for all children to make marks or to write for various purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. Children exercise their imaginations and express their thoughts whilst using a good range of art materials to develop their creative skills. They produce their own artwork alongside more structured activities for the purposes of themed pieces or a wall display, including Valentine's Day cards. A range of sensory and texture experiences, including hand printing, using glue, cotton wool, glitter and natural materials, and water and sand play, encourages children's talents.

Children develop an understanding of numbers and shapes through daily routines and during play such as matching and sorting shapes and colours, singing number rhymes and counting. For instance, they work out how many spacemen are left if one is taken away from five. They expand their simple calculation skills and learn about differences in size and pattern during role play and when categorising toys according to size and shape. Children gain knowledge of the environment they live in, as they take part in activities based on first-hand experiences. They regularly go for walks in the local area, discuss changes in the weather and learn about a variety of transport, people, animals and nature. In the summer, they grew herbs, carrots, potatoes and strawberries, watering them and noting changes during growth. Access to computers and a variety of programmable toys supports children's awareness of technology.

Children develop physical skills through a range of opportunities throughout the day. Daily access to the outdoor play area and enthusiastic participation in outdoor group games promote children's coordination and spatial awareness. Indoors, they are engaged in activities requiring hand-eye coordination and show increasing skill in the use of a variety of tools and construction sets. Although children confidently

make decisions in choosing resources, younger children's independence skills are not fully supported with appropriate equipment for hand washing. Nevertheless, children develop a sense of responsibility by packing toys away at tidy-up time. They are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are acknowledged appropriately.

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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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