

Little Angels

Inspection report for early years provision

Unique reference number EY366742
Inspection date 08/02/2011
Inspector Angela Rowley

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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 is owned and managed by a private provider. The facility was registered in 2007 and operates from three designated rooms within church premises on the site of the local health complex. All children share access to a secure, enclosed outside play area. The setting is open each weekday from 7.30am to 6pm. Morning and afternoon sessions are offered and children may bring a packed lunch if they stay over the lunchtime period. The setting also provides out of school care, operating in term time from 7.30am to 9am and from 3pm to 6pm. School holiday care is also provided.

The nursery is registered on the Early Years Register and on both parts of the Childcare Register. A maximum of 48 children may attend the setting at any one time, 36 of whom may be under five years and in nursery care. There are currently 120 children on roll in total, many in part-time places. The nursery has a small number of children with English as an additional language.

There are currently 13 members of staff, 10 of whom hold early years qualifications. The manager holds an early years foundation degree. The setting also makes use of a small number of volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Motivated and committed leadership results in a continually developing setting. Systems to evaluate practice are mostly used effectively to develop a clear vision, drive improvements and make further progress on what they have accomplished so far. All legal requirements are met and most procedures are effective in promoting children's welfare. The vibrant, enabling environment helps children make good progress. The nursery works well with parents and attempts to work in partnership with other settings to ensure every child gets the support they need.

What steps need to be taken to improve provision further?

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

- review and strengthen risk assessments relating to security in the entrance hall, the arrangements for baby changing and the arrangements for the use of prams for sleeping purposes
- strengthen the management of parental concerns to ensure they are thoroughly investigated and used to guide improvements to the provision
- engage in regular cycles of planning and review using systems to monitor and track children's progress across the Early Years Foundation Stage and to identify gaps in teaching and learning.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. A high number of staff have received introductory training in relation to safeguarding issues and senior staff are in the process of extending their awareness. Arrangements to protect children are sound. Procedures are regularly reviewed and managed to ensure they are understood by all staff. For example, systems have recently been updated with clear guidance regarding professional abuse allegations. Children are also safeguarded by clear recruitment and vetting procedures which ensure all adults are suitable to work with children. The environment is safe and supportive. Mostly effective risk assessment procedures ensure potential hazards are identified and minimised, although the safety gate in the entrance and exit hall, designed to prevent children accessing the main doors, is not fully secured. Children do not, however, access this area unless supervised by staff or parents. Additionally, whilst nappy changing arrangements fully meet requirements, the nursery's manager has not comprehensively risk assessed the procedures to ensure they are as safe as they possibly could be. The nursery has a clear complaints procedure and responds positively to addressing any parental concerns. However, general concerns raised are not consistently monitored to identify any potential weaknesses in the provision and to drive improvement. Arrangements to promote children's welfare are good. A significant number of staff hold current first-aid certificates. They follow clear procedures regarding accidents and medication. The nursery kitchen has achieved five stars in its recent environmental health rating.

The manager and her team are highly motivated to seek further improvement. This is demonstrated through their commitment to professional development which has significantly increased their knowledge and skills and thus improved the provision for children. The manager has gained an early years foundation degree and has gone on to extend this. Additional staff are also now working towards an early years degree. The nursery's evaluation of itself is secure and has led to an accurate analysis of its own performance across most areas. The nursery's manager and leadership team have had a considerable impact on driving the nursery forward. Some innovative ideas have been used effectively to improve the learning environment and thus children's progress across most areas of learning. For example, the outside play area is now a hive of activity due to highly effective planning and provision of new equipment which provides some interesting areas for investigation. The nursery has obtained funding which it has used very effectively to provide some interesting experiences for children. The quality of teaching is secure, although the system for monitoring children's progress is not yet fully embedded. As a result, there are minor weaknesses in systems to link identified next steps and planning for children's learning.

The setting actively promotes equality and diversity. Welcome signs and symbols create a sense of value for all. The nursery uses a pictorial timetable to support children who use English as an additional language. They have obtained information and provided a map of the premises using Braille to support a volunteer in the setting. Positive images in play materials also help to raise

children's awareness of diversity. Working closely with parents, staff plan how to meet individual needs. Right at the start, settling-in visits facilitate relationship building and, using a questionnaire book, staff establish clear information about each child's backgrounds and needs. Parents and carers are actively encouraged to share information about children's learning, interests and special events at home using the 'super star board' to record the details. They are regularly informed about children's achievements through the provision of summary progress reports and during parents evening. They are very well informed about the setting and its provision for children. They are helped to understand how it provides for the Early Years Foundation Stage through attractive displays, photographs around the setting, and the completion of DVD's made by staff showing children's activities, such as, the Christmas Nativity and swimming lessons. The setting is making some good attempts to work in partnership with other settings, although, as yet, not all partners are fully engaged and therefore children's learning journey is not yet a continuous process.

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

Key staff have an excellent understanding of how children learn and use this to provide learning opportunities in everyday situations. Other practitioners are developing their understanding of how to implement the comprehensive systems available to observe, assess and plan for children's progress. All staff spontaneously observe and, as a result, they know their key children well. They meet the needs of their key children by planning in response to learning needs and interests, though this is not securely embedded in their assessment procedures to optimise each child's learning potential across the Early Years Foundation Stage. Children's learning is good overall. This is largely due to the vibrant and stimulating learning environment, which has been extremely well planned and resourced to provide some fantastic opportunities to investigate and make connections through regularly enhanced continuous play provision.

Children's natural curiosity is evident. This, along with some secure progress in communication, language and literacy, forms firm foundations for their future as they become independent thinkers and learners from an early stage. Interesting opportunities for heuristic play enables babies to become curious and confident explorers. They eagerly look for items carefully hidden within shredded paper, they feel and experience a wide range of natural materials and they splash in the water play with enjoyment. Babies make marks using tools from an early stage. They are provided with a low level chalk board which they freely access. Older children have an abundance of opportunities to develop their skills in recording. Mark-making tools are provided in most areas of play. Children learn about the flow of writing when they are encouraged to thread ribbon from left to right in and out of trellising in the garden. They find their own names on the self-registration board as they enter. Each child freely accesses their own mark-making book in which they independently draw pictures or attempt writing in response to their own interests. Children have also recently been provided with wider opportunities and experiences to enhance their communication, language and literacy skills.

Commercial music sessions have inspired singing and the use of ribbons to make patterns in response to rhythm. Children eagerly use the vibrant outdoor equipment and challenge themselves. Under close supervision they climb and use the slide and they balance on the tree trunk. Children explore with interest as they dig in the wet mud filling seed trays which will later be used in the planting area. The provision of waterproof all-in-one suits enables children to freely explore in the messy area and splash with laughter in the mud. Regular trips and outings enhance children's experiences and promote their welfare and their understanding of the wider world. Children's understanding of staying safe is developed when they visit the fire station. They adopt healthy lifestyles when they are taken for weekly swimming sessions. Healthy eating is promoted across the provision. Parents are provided with a wealth of information about nutritious packed lunches and children independently access self-service snack areas where they drink water and make choices from a range of fruit.

Children are settled in the nursery. They follow their own routines in line with home, which provides continuity of care. Babies sleep in accordance with parental preferences, using freshly laundered bedding for each child, which helps prevent the spread of infection. Occasionally, however, babies sleep using prams which do not fully lie back and which do not promote a restful, posture supportive sleep. Arrangements for the storage of individual infant milk are secure. Each child's food and bottles are individually labelled before storing in a temperature controlled refrigerator until needed, although this pre-preparation may not be completely in line with best practice guidelines.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	3
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