

Little Angels

Inspection report for early years provision

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Inspector Lisa Patterson

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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 Nursery has been registered under the current ownership since 2007. It is accommodated in a large Victorian house overlooking Moor Park in Preston. The Baby Unit is situated on the ground floor with older children housed on the first floor. There are three enclosed outdoor play areas. It is open each weekday from 7.30am till 6pm, throughout the year, excluding bank holidays.

The nursery is registered on the Early Years Register. A maximum of 60 children may attend the nursery at any one time. There are currently 63 children aged from birth to under five years on roll, some in part time places. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are 18 members of staff, all of whom hold early years qualifications to at least Level 2. Four members of staff hold qualifications to Level 5. The nursery provides funded nursery education places for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed understanding of each child's individual needs ensures staff successfully promote their welfare and learning. Children are safe and secure and enjoy the wide ranging learning opportunities available. Effective partnerships with parents and other agencies ensures the needs of individual children are thoroughly supported, along with any additional needs. As a result, children progress well. The setting is committed to excellence and uses regular monitoring to identify, prioritise and address areas for development.

What steps need to be taken to improve provision further?

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

- support children to more fully use a range of information communication technology as part of every day activities and further develop the outdoor areas to provide further stimulation across all areas of development
- ensure staff are more effectively deployed to engage children's interests and offer support at different times, including during the rolling snack to maintain good hygienic practices.

The effectiveness of leadership and management of the early years provision

Safeguarding is a priority. All staff have a thorough understanding of the indicators of abuse and the procedure to follow should they have a concern about a child. Effective written policies are in place and are well understood by staff. Robust recruitment and selection procedures are carefully adhered to and there is a successful induction procedure for new staff. All required documentation is in place, fully up to date and very well organised to maintain confidentiality.

The setting is very reflective and makes good use of training and monitoring systems to enhance its provision. There is a strong management team with clear roles and responsibilities and the staff team are fully included in decisions. This increases their motivation. The setting use a variety of monitoring processes for prioritising areas for development, including the Ofsted self-evaluation form. It is working towards the Step into Quality and uses the local authority for advice and guidance. The outdoor areas have been identified as an area for development.

The setting is very well resourced, with staff being given responsibility for enhancing their base rooms. Resources are attractively displayed, labelled with words and pictures, and children access them independently. The setting has worked hard to ensure resources portray positive images of diversity. Staff have an excellent knowledge of the children's backgrounds and cultural heritage. Occasionally staff are not deployed effectively in order to challenge children and ensure hygiene standards are always maintained during snack times.

Parents enjoy close relationships with the staff and they enjoy flexible settling in procedures with their child. Their views are valued and their suggestions are used to enhance the setting, for example regarding foods on offer. They receive a good deal of information from the setting and have opportunities to share what they know about their child. Parents evenings and open days are well received by parents and this gives them an insight into their child's experiences. Partnerships with other agencies and feeder schools are very effective in supporting children's individual needs and providing for smooth transitions. This provides continuity of care and ensures all children's needs are fully met.

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

The sound of children's laughter resonates around the nursery rooms as children interact with the wide ranging resources. Play rooms are bright and airy and resources are available to self-select, which increases their independence and self-esteem. Children are very well behaved in the main and staff across the nursery consistently apply policies regarding dealing with challenging behaviour. This provides continuity for the children. Children learn to keep themselves safe through gentle reminders from staff. Clear explanations are given, for example not jumping on the sofa during a song so that they don't fall and everyone stays safe.

Children enjoy the nutritious and healthy, home produced meals and snacks. Meal times are social occasions and children willingly help to tidy away their plates and cups. Hygiene standards on the whole are very high and nursery procedures regarding nappy changing are strictly adhered to. Feeding and sleeping routines are in accordance with the parents wishes and older children have time to relax after a busy morning with quieter activities and stories. Children enjoy regular fresh air and exercise and competently manoeuvre the trikes and bikes, expertly avoiding collisions.

Children's development is closely monitored and effective systems are in place for identifying children's starting points and next steps. Planned activities across the nursery link fully to identified areas of need or children's interests. Children, as a result are making good progress.

Children's independence is encouraged through offering a variety of choices. They put on their own shoes and coats, sometimes with assistance, and older children expertly spread cheese on their toast. Manners are encouraged at all times and staff are good role models. There is a wealth of language displayed both in English and other relevant languages. Older children are able to recognise their names and the self-registration board is well used to support learning throughout the day. Babies join in with the actions of the songs, while staff mimic their utterances to enhance conversational skills. There are lots of opportunities in all areas to make marks and children across the nursery enjoy snuggling up for a story, sometimes remembering repeating phrases. Children learn about number through joining in with number rhymes, staff help them to count objects in their books. Older children count as they climb the stairs, looking at the number display as they go. They measure water in the water station and use mathematical language as they try to fit a large telescope into a small pocket.

Children enjoy regular opportunities to be outside. They help to make a pirate ship then chase each other, counting as they play hide and seek. Babies access their outdoor area directly from their room and enjoy the sensory area and various climbing equipment. This helps them to develop an understanding of the world. Computers and other programmable toys are available, however they are not always fully utilised to enhance learning opportunities across the nursery. Children take part in many creative experiences including role play, painting, singing and dancing. They chatter away in the imaginative area, telling stories with the small world characters or going to bed in the home corner.

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	1
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	1
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