

Angel Place Nursery

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*.

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

Angel Place Nursery operates from the ground floor of a converted building in Edmonton in the London Borough of Enfield. The nursery is open every weekday from 8.00am until 6.00pm all year round. Children have the use of three interconnected play rooms and an additional hall on the first floor. A secure outdoor play area is available. The nursery is registered on the Early Years Register to care for a maximum of 76 children. There are currently 85 children in this age group on roll. The nursery is also registered on the compulsory part of the Childcare Register. A maximum of 76 children may attend the setting at any one time. The setting also cares for 26 children on the two year old pilot scheme and 23 children, who receive funding for nursery education. The nursery cares for a number of children with special educational needs and who speak English as an additional language. The nursery employs eight childcare staff including a manager. All staff hold appropriate child care qualifications. The setting also employs a cook and an administrator.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making generally good progress in all areas of their learning and development. The setting supports all aspects of inclusion and diversity mostly well and children are fully safeguarded at all times. The staff team, with key input from parents and carers, have worked well to identify and plan future and day to day improvements, consequently, the setting has good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the planning in place to include clearly identified learning and teaching goals
- extend the selection of books to include dual language books that reflect the backgrounds of children at the setting.

The effectiveness of leadership and management of the early years provision

The setting has implemented good systems to ensure that safeguarding documents, policies and procedures are in place to support the smooth and effective running of the setting. Good recruiting and induction procedures ensure that children are cared for by suitable adults who are well qualified, trained and confident in their knowledge and procedures. Safety and security are a priority

with effective risk assessments in place. The management and staff work together closely and all are actively involved in identifying and driving forward improvements. They share a hard driving vision, goals and a real passion for the success of the setting. Staff are fully secure in their roles and responsibilities and work well as a team to promote good outcomes for children. The setting demonstrates effectively and in practice a strong capacity to continually improve the service and drive improvement through evaluating practices and completing the self-evaluation processes in order to identify areas of strength and areas for improvement. Children are valued and respected as individuals. The setting demonstrates a good understanding of supporting children and their families who speak English as an additional language. They obtain resources, such as pictorial sequencing of familiar routines, in order to support communication with children who speak English as an additional language. Good partnerships with parents, carers and other professionals ensure that the needs of children with special educational needs are met well. The well considered environment and the accessibility of resources and play materials is key in promoting independence and self choice. Children choose from the good range of play materials and activities that additionally promote learning and development in all areas well.

Children benefit effectively from the good relationships the setting has established with their parents and carers. Information between adults is exchanged frequently, so that parents receive daily updates in addition to newsletters. Systems have recently been established to ensure that parents and carers are involved in all aspects of the setting including the planning for children's learning and development. Partnership with others is good. The setting works in partnership with local schools to promote smooth transitions with effective information and communication exchanged.

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

Children play and learn in a generally well planned, engaging and stimulating environment. Activities and resources are fully accessible so that children can access them independently and this effectively fosters a confident and inquisitive approach to learning. Children clearly take delight in the wide range of activities they enjoy and are enthusiastic about learning. Children enjoy making collages, mark making and listening to stories, they learn about the work of firemen and they create their own fire station and sleeping area for the firemen. Children confidently prompt staff to initiate activities, such as additional story telling.

The key workers maintain meaningful records of what children can do and these are used consistently to develop plans to support children's learning and development needs. Planning for individual children is in the process of being refined. Planning covers all areas of learning, although planning contains elements of teaching intentions, these do not always contain further detail to support staff in their questioning of children. Occasionally this means that staff do not fully extend children's thinking and development of language and vocabulary skills when they are engaged in conversations with children. Children enjoy interactive learning

games on the designated computer and they have good access to games and activities that promote their future learning skills effectively. Children have well-planned opportunities to exercise as they make good use of equipment using indoor and outdoor space and by trips to outdoor play spaces and walks.

Children's cultural and ethnic backgrounds are recognised and acknowledged by the setting and activities and experiences are planned to reflect these. Children have access to resources and play materials that reflect positive images of diversity and inclusion. However there are not many dual language books at the setting, that reflect the many different languages spoken by the children at the setting. They learn to respect other cultures and backgrounds through participating in enjoyable activities, festivals and celebrations.

Children's welfare is effectively promoted. Children learn about and implement effective rules that help to keep themselves and each other safe and healthy in the busy environment. Staff are well informed about children's individual health needs and they receive training to ensure that they can respond effectively in emergency situations. Children's behaviour and attitude towards one another is caring and well supported by staff.

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

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| 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

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|--|---|
| 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

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| 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