

Little Angels Nursery Ltd

Inspection report for early years provision

Unique reference number	137803
Inspection date	22/09/2011
Inspector	Angela Jackson

Setting address	25-27 High Street, Harlesden, London, NW10 4NE
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Angels Nursery is owned by a private provider. It was registered in 2000 and operates from premises at Harlesden Methodist Church, close to shops and a park in Harlesden, in the London borough of Brent. Babies are cared for in a building which is adjacent to the main nursery and has its own front door. Access to the main nursery is through the enclosed area shared by children from both buildings, for outdoor play. The nursery is open each weekday from 8am to 6pm for 49 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 31 children at any one time; of these no more than 11 may be aged under two years. There are currently 15 children on roll aged three years and under. The nursery is funded to provide free early education for children aged three and four years. It supports children who are learning English as an additional language. The nursery employs eight childcare staff including the owner; two staff hold a relevant level 4 qualification, two hold a level 3 and two hold a level 2. They are supported by a student, and two apprentices. The nursery also employs a cook who prepares the main meal of the day and assists in other duties.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall, children make satisfactory progress in their learning and development as staff have a sound understanding of each child's individual needs. However, weaknesses in the leadership and management have led to several breaches of the requirements of the Early Years Foundation Stage. This significantly impacts on children's safety and well-being. This means that children's needs are not met. Some appropriate areas for improvement have been identified through self-evaluation. However, there is a limited capacity for improvement as the leaders have taken insufficient action to address the weaknesses in provision for children's welfare.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make sure that at least one person who has a 07/10/2011

current paediatric first aid certificate is on the premises at all times (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

- ensure there is at least one person with a current paediatric first aid certificate on outings (Safeguarding and promoting children's welfare) 07/10/2011
- make sure the premises are safe and secure, in order to prevent intruders entering the premises (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 07/10/2011
- conduct a review of the risk assessment where the need arises due to changes in the premises or anything with which a child may come into contact (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 07/10/2011
- keep an accurate daily record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 07/10/2011
- keep an accurate written record of all complaints and their outcome. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 07/10/2011
- implement an effective behaviour management policy which is adhered to by all staff (Safeguarding and promoting children's welfare) 07/10/2011

To improve the early years provision the registered person should:

- develop further ways of making sure that each child's feelings and ideas are responded to sensitively so that they are suitably challenged and enjoy learning.
- improve staff awareness of the whereabouts of other people in the building and of other users on the premises

The effectiveness of leadership and management of the early years provision

Children's personal safety is at risk as too few staff members currently hold a qualification in paediatric first aid. Since June 2011, there has been just one member of staff qualified to administer first aid to children. Effective risk assessments have not been carried out to make sure there is always a qualified first aider on the premises. Also, outings sometimes take place without the safeguard of anyone present who is qualified to administer first aid to children. This is a breach of a specific legal requirement

Regular risk assessments are carried out; however, there is inconsistency in taking account of changes to the premises or provision. For example, recent and ongoing construction work in another part of the premises means that there are unknown

adults in the building. Some precautions are taken to prevent access to children at ground floor level. However, unlocked rooms upstairs provide a way through to children. In addition, staff have identified the locking system for the main door to be ineffective. Checks made throughout the day are irregular and as a result the door is frequently left ajar. This allows unauthorised entry to intruders.

Parents are expected to sign children in and out with a note of the actual times. Staff keep a separate register. However, this system is not effective as neither register is completed as required and the nursery register is not always immediately to hand. The incorrect management of these records means that there is the potential for children to be at risk in the event of emergency. In addition, there is inconsistency in how complaints are recorded. Written documentation does not meet the specific legal requirements.

Most staff have attended safeguarding training and have a sound understanding of child protection issues and how to refer concerns. There is a satisfactory system for checking the suitability of staff within the recruitment process. New staff are not left unsupervised with children, without appropriate Criminal Records Bureau clearance. The staff rota is routinely checked to make sure that the minimum ratios are maintained so that children are adequately supervised.

Staff have a basic knowledge of the Early Years Foundation Stage and overall, use it effectively to support children. The indoor areas are well organised with a suitable range of resources available to the children. A fair range of strategies are in place to help staff support children who learn English as an additional language. For example, parents are asked to provide a few key words in the child's home language. This promotes equality and diversity, effective communication and helps most children settle. The nursery has satisfactory partnerships with parents and other professionals to help support children's individual development needs and transition to the next provision.

The manager has a sound understanding of what is needed to improve some aspects of the provision. This means that the majority of children make satisfactory progress appropriate to their starting points and stage of development. For example, there is a new system of using observations to plan useful small group activities. However, other targets for improvement have not been met, such as those that have a significant impact on children's welfare. As a result, self-evaluation is ineffective overall and does not drive improvement sufficiently.

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

Overall, children enjoy themselves as they run about in the outside area. Staff set out a fair range of activities that satisfactorily promote children's development of skills and understanding, in all six areas of learning. Children are beginning to learn how to keep themselves safe as they climb and slide on the climbing frame and learn to balance on crates. These activities promote children's physical development. Appropriate steps are taken to help younger children feel safe in the outside play area. Babies and toddlers move around freely and safely because the surface of the section they use has a soft covering. However, weaknesses in leadership and management mean that although children may feel safe, they are

not kept safe. .

Staff encourage children's interest in books and stories. Children listen to their favourite stories and choose the songs they want to sing, in the open air before lunch. This helps to keep children healthy and to give them a good appetite for their freshly cooked lunch. Children's health is further promoted through them learning to wash or wipe their hands before eating or preparing food. Children learn how to keep their teeth healthy by brushing them after lunch.

Staff provide children with suitable opportunities to take responsibility for themselves and for each other. Children who are chosen to be 'helper of the day' learn to handle knives with care as they help cut up chunks of apple at snack time. After lunch the helpers assist the cook to wipe down the tables, using sprays of water to clean them. All children follow the rules for clearing away their own plates and cutlery. These routines establish fair foundations for taking care of themselves in the future. Staff use an adequate range of positive behaviour management strategies to establish appropriate boundaries. However, they do not always intervene effectively according to their own policy. Staff promote respect for others and as a result, children are beginning to share and to value diversity. The outside area provides good scope for children to learn about the natural world around them. Children are interested in exploring the overgrown flower beds looking for spiders and worms. Staff provide simple explanations to promote a sound understanding and knowledge of the world. However, they ask mainly closed questions and children's interest in watching the effect of movement on the sails of the flower windmills is curbed through cautious staff intervention. Most children are learning to count with confidence and to use number in discussions about their ages. They learn about volume and how things work, as they play in the water tray. Children squeeze bottles of water to see the effect and enjoy comparing the spray they make with how an elephant uses its trunk. There are suitable opportunities for children and babies to learn about new technology as staff set out a suitable range of toys that make sounds and movements, as well as a computer and a variety of phones. Children are therefore making sound progress in developing skills for the future.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (welfare of children being cared for; suitability and safety of premises and equipment; records to be kept) 07/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (welfare of children being cared for; suitability and safety of premises and equipment; records to be kept) 07/10/2011