

# Little Angels Childcare Nursery Limited After School

Inspection report for early years provision

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<b>Unique reference number</b>	EY427476
<b>Inspection date</b>	09/11/2011
<b>Inspector</b>	Lynne Naylor
<b>Setting address</b>	Huyton With Roby C of E Primary School, Rupert Road, LIVERPOOL, L36 9TF
<b>Telephone number</b>	0151 480 2258
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 After School was registered in 2011 and is one of three settings owned by a limited company. It operates from Huyton with Roby Primary School in Liverpool. Children are cared for in a room with adjoining kitchen and toilet facilities. The out of school club opens Monday to Friday from 3.10pm to 5.30pm, during term time. A holiday club operates during school holidays from 9am to 5.30pm.

The club is registered to care for a maximum of 32 children under eight years at any one time. The out of school club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently nine children attending who are within the Early Years Foundation Stage. The out of school club also offers care to children aged over five years. Currently, there are 31 children attending in this age group. The out of school club supports children with special educational needs and/or disabilities.

The out of school club employs four members of child care staff. Of these, one holds a qualification at level 2 and two staff hold a qualification at level 3. The registered company provide the club with additional management support and access to a person with Early Years Professional Status. The out of school club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

There is a positive relationship with parents and some communication with the schools that children attend. This ensures each child's unique care needs are satisfactorily met and they make sound progress in their learning and development. Children are cared for in a setting that is accessible and safe, although, maximum use is not made of the space and resources to promote all aspects of children's learning. The management team demonstrate a good capacity to make continuous improvement. Some effective action has been taken to develop the setting and some useful plans are partly implemented.

## What steps need to be taken to improve provision further?

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

- make provision for children who wish to relax or play quietly, equipped with appropriate furniture and soft furnishings
- increase the support for younger, less able or less confident children to help them interact and learn to participate in a group
- organise resources to provide an inviting environment in which children can more easily access a wider range of toys and books.

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding are regularly reviewed, carefully managed and understood by all who work with the children. Staff follow effective procedures for identifying children at risk and liaising with appropriate agencies; these are in line with Local Safeguarding Children Board procedures. Most staff have completed appropriate training in child protection and are effectively supported by a designated child protection officer who is trained to a higher level. All the staff are trained in first aid, which enables them to effectively safeguard children's health in an emergency. Clear recruitment and vetting systems mean that adults working with children are suitable to do so. Checks are regularly renewed in accordance with current guidance from the Criminal Records Bureau. Records of risk assessments, children's attendance, evacuation practice, accidents and medicine administrations are well maintained. These records help keep children safe.

There are clear strengths in some aspects of the management systems. Staff have good access to guidance, support and relevant training. A thorough audit of every aspect of the club is in process and appropriate priorities for development are being identified. Outcomes for children are at least satisfactory and improving as the suitable plans to address the identified areas of weakness are implemented. Self-evaluation is beginning to take account of the views of parents and staff. Safety and care of the environment is good. However, there is no area set up where children can rest and relax comfortably and noise levels in the room are high, which makes communication amongst children difficult. Resources to support child's learning are adequate, however, insufficient attention is given to organising the room and presenting resources, which limits the range available to some children.

Staff are steadily building on the friendly relationship with parents. Newsletters have just been introduced as a way of sharing general information and parent evenings are being arranged to share information about children's learning and development. Parents have access to a full range of comprehensive policies that cover all aspects of the club. Parents provide information before their child starts attending, which staff use to meet the unique care needs of each child. Each child in the early years age range has a key worker who monitors their progress in learning and development and liaises with parents and any other agencies involved with individual children, such as social workers. The partnerships with the schools that children attend are in the early stages of development. Information is verbally exchanged to support children's care needs, but not yet specifically to support their learning and development. Staff also work closely with the company's nursery to provide out of hours support to families.

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

Children's understanding of health, hygiene and safety is mainly promoted through daily routines and simple discussions. Some activities and experiences raise children's awareness of safe practices. For example, throughout this month, children are talking about people who help us in the community, such as the road crossing warden. Children are aware of how to evacuate the building safely in an emergency as they practise regularly. Children's dietary needs are suitably met as they enjoy a range of fruits, vegetables and wholesome snacks. Children learn about healthy foods as they enjoy experiences, such as making their own sandwiches. Children's health and physical development benefits as they exercise vigorously in the fresh air every day. They balance well as they walk on stringed pots and on low level beams. They develop good coordination as they throw and catch balls and skip with ropes.

Children are broadly content, settled and willing to take part in activities. The confident children help themselves to toys from the cupboard, which provides them with a reasonable choice. However, the younger, less able children are not sufficiently supported to make choices, consequently, they make do with the limited range that is already set out. When staff play alongside children, they interact positively; staff extend children's learning and actively support them to develop skills for the future. Children generally know how to behave but sometimes need reminders. It is at times when resources are not well managed that disagreements occur. Children refine their technological skills as they operate the computer mouse and simple programs with increasing skill. They develop their hand to eye coordination as they play computer games and refine their mathematical skills as they count to keep track of the scores. Children express themselves freely with readily available art and craft materials, for example, painting, crayoning, cutting and gluing. They develop some aspects of their literacy skills as they write and make notes on the paper.

Opportunities for children to gain an understanding of diversity are limited. There are a few toys and books that reflect difference and diversity, however, children are not seen to get any books out of the cupboard. Staff are beginning to display pictures that reflect other cultures and disability and words written other languages to enrich the environment. Children consider the needs of others as they take part in fundraising events, such as raffling a cake in aid of a children's charity.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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: Met

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