

Abingdon Little Angels

Inspection report for early years provision

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Inspector

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Type of setting

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).

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

Abingdon Little Angels registered in 2007 and is run by a private individual. It operates from a premises set in the grounds of Anson Field, in Marcham, near Abingdon in Oxfordshire. The nursery provides childcare, a breakfast club, after school club, and a holiday playscheme for children who are in full time education. There is a fully enclosed outside play area for the nursery. Children attending the out of school club have supervised access to the public field surrounding the premises. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery can accept a maximum of 46 children under the age of eight years; of these, 46 may be in the early years age group, and of these, not more than eight may be under two years at any one time. All may be in the early years age group. There are currently 38 children in the early years age group attending. The nursery receives funding for the provision of free early education to children aged three and four years.. It is open from 8am until 5.30pm each weekday, all year round. The holiday playscheme also operates between 8am and 5.30pm and is open during each school holiday. The breakfast club and after school club operate from 8am. until the start of the school day and from close of school until 5.30pm respectively, on weekdays during term time only. Children can attend for a variety of sessions on a full or part time basis. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and several children who learn English as an additional language. The nursery employs seven staff to work with the children. All hold appropriate early years qualifications at level 3 or above, including one who holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and motivated in their learning. Staff know all the children well individually and use this knowledge to promote their welfare and learning successfully overall. Partnerships with parents and others are a key strength and significant in meeting the needs of all children. The committed staff team devise good procedures to monitor and evaluate their provision, successfully addressing the previous inspection recommendations. Consequently, they are well placed to make continuous improvement, providing positive outcomes for children.

What steps need to be taken to improve provision further?

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

- improve further children's understanding of healthy lifestyles by helping them appreciate the need for hygiene and reviewing systems to prevent the spread of infection
- develop the record of risk assessment further so that it includes your assessment of each type of outing that is undertaken and cover anything with which a child may come into contact, such as damaged equipment
- improve further the outdoor environment to provide a rich and varied environment that supports all children's learning and development, and ensure that all children have opportunities to be outside on a daily basis all year round.

The effectiveness of leadership and management of the early years provision

Overall, children's welfare is safeguarded by staff who promote their well-being and safety effectively. Staff demonstrate a very secure knowledge of their child protection responsibilities and know what to do if they are concerned about a child's welfare. Rigorous recruitment and vetting procedures check that staff are suitable to be employed to work with children. Staff demonstrate that they understand and manage risks appropriately, so children play in safety. The existing record of risk assessment does not include an assessment for the outings undertaken nor does it record all equipment with which the children come into contact.

Staff foster strong partnerships with parents, outside agencies and the local community. Parents have regular opportunities to share information about their children's needs, preferences and learning progress. Staff keep them well informed about all aspects of the work undertaken through varied systems, including planned consultation evenings and a useful website. Parents are very positive about the standard of care provided and comment that the staff are exceptionally welcoming. There are few changes within the team, so staff and parents get to know each other well. Positive interaction with the local school and preschool promotes continuity of care and supports children's progress well.

Children benefit from a well qualified and motivated staff team who share a clear sense of purpose. Rigorous monitoring tools and through self evaluation help to identify areas for improvement. Detailed plans are in place to help prioritise and monitor actions. The improvements made for children are evident in most of the areas where needed.

Staff work competently to meet children's individual and sometimes complex needs. There are very good arrangements to support children with special educational needs and/or disabilities. For example, speech and language professionals regularly attend the nursery to provide support for both children and staff. Staff work effectively with a number of children who learn English as an additional language and are developing the bi-lingual resources that are available. Staff deployment supports learning well. Staff use indoor space effectively but provision in the outdoor area is less successful. Overall, the resources engage the interest of the children so that they consistently achieve the planned goals in their learning and development.

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

The experienced staff team plans a wide range of interesting opportunities that help the children to progress well towards all aspects of their learning and development. Children benefit from good interactions with the staff. For example, when children play outside staff follow children's interest in the new houses that they can see being built. Together they discuss the progress of the construction using rich vocabulary, including mathematical language and ideas. Indoors, there are plenty of readily accessible resources to interest and challenge children. They enjoy playing in the 'home corner' and use their imaginations to act out familiar life experiences. Staff plan the baby room well to promote children's choice and independence. Toddlers confidently choose music shakers from the low level storage, exploring the various sounds created, encouraging adults to dance with them. The staff meticulously observe and record the children's achievements and seek parents' contributions. They use this information to plan the next steps in each child's learning effectively.

Children demonstrate a strong sense of security, are very confident and self-assured.. As part of a two-way 'getting to know me' process, each child's named 'key person' provides information about themselves, such as their photograph, achievements, and hobbies. In return, the parent provides information about their child's interests and preferences. This system helps to develop a sense of belonging for all who attend the nursery and strengthens relationships. Older children point to displays and proudly discuss their work. They identify their 'key person' confidently, and other adults who regularly help them. Children show good awareness of the dangers in using the outdoor play equipment that is 'out of bounds' and show how to manage risks for themselves. For example, children warn others that they 'will be going fast down the hill' on their scooters, making sure the way is clear before proceeding. Good quality staff interaction with children and well organised but flexible routines, all help babies and young children to feel very secure and confident in the nursery.

Staff promote children's good health and well-being appropriately. Most children are gaining a satisfactory understanding of simple health and hygiene practices. They learn to wash their hands after using the toilet and before snack time but are not reminded to wash hands after feeding the pet fish or after wiping their nose. Although some children benefit from the outdoor space, it is not used as well as possible for the youngest children. Children enjoy energetic physical activities, such as dancing to music, exploring the soft play resources in the baby room or having fun during the weekly sports session in the adjacent field. Staff cater for children's dietary needs well catered and encourage them to adopt healthy eating choices. Staff provide a healthy breakfast and tea, which are sociable times for the children. At lunchtime, children enjoy a variety of healthy hot meals provided by parents. All staff hold a food hygiene certificate apply their knowledge well in practice. Parents also have the option of providing a cold packed lunch if they or the children prefer. Staff provide useful healthy eating tips for parents through the monthly newsletter.

Children behave very well because staff take a consistent approach, so children learn what is expected of them. Children form strong attachments to adults and other children both within the nursery and in the wider community. Older and more capable children learn to be responsible and know how to behave in different situations. Younger and older children sometimes play together and learn much about sharing and helping one another. In addition, each week children attend other social occasions, such as sharing a hot meal with the older generation within the community or enjoying an outing to the nearby church toddler group.

Children's learn how families differ by through experiencing special occasions, such as Chinese New Year and Christmas. Staff select these carefully to reflect children's backgrounds. During the Royal Wedding, children explored how different faiths celebrate marriage by dressing up and creating exciting imaginative play areas. This helps children learn to value aspects of their own lives and the diverse society in which they live. The children are progressing well with their communication skills and in using information and communication technology. Staff question the children well, encouraging them to think and solve problems. The babies explore their surroundings and toys with curiosity. As a result, children are motivated to gain the skills they require to progress in their future learning.

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	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

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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