

Little Angels Childcare Nursery Limited

Inspection report for early years provision

Unique reference number EY427495
Inspection date 11/11/2011
Inspector Lynne Naylor

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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

Little Angels Nursery was registered in 2011 and is one of three settings owned by a limited company. It operates from a two storey building in Huyton, Liverpool. Children are cared for in four play rooms on the ground floor and a playroom on the first floor. They have access to an enclosed outdoor play area. The nursery opens Monday to Friday from 7.30am to 5.45pm, all year. A maximum of 61 children under eight years may attend at any one time.

The nursery is registered on the early years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 69 children attending who are within the Early Years Foundation Stage. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery also offers care to children aged over five years. Currently, this is to provide additional hours for children who are enrolled at the company's after school club. A school holiday club is held during some school holidays. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 17 members of child care staff. Of these, five staff hold a qualification at level 2 and six staff hold a qualification at level 3. One staff has a qualification at level 5 and one staff has Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A highly motivated staff team deliver an exemplary service. They are led by a strong leadership and management team who have the capacity to sustain the existing high standards. Self-evaluation provides an accurate diagnosis of the nursery, reflecting thorough monitoring and analysis. The partnerships with parents and other agencies are productive. As a result, children's unique needs are effectively met and they make excellent progress in their learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the use of space and time immediately after lunch, in the older children's room, to ensure the experience provided is beneficial to all children.

The effectiveness of leadership and management of the early years provision

The safeguarding and welfare of children is strongly promoted through very carefully managed, robust procedures. Staff follow a clear programme of child protection training, which keeps their knowledge and skills up to date. Staff very effectively cleanse, maintain and risk assess the building. They continually review their written risk assessment record. Staffs' suitability to work with children is thoroughly checked through extensive recruitment, vetting and induction procedures. Records are exceptionally well-maintained; for example, staff very closely monitor that visitors sign in and out of their rooms, which ensures an accurate record is kept. Stringent health and safety procedures include the close monitoring of medicine and accident records.

Morale is very high and belief in the nursery's success runs through all levels of staff. Partnerships with parents are productive. Staff know each child's family background and needs extremely well and value children highly as unique individuals. Parents spoken to during the inspection feel fully informed about their child's development through speaking with their child's keyworker every day. Newsletters have just been introduced as a further way of sharing general information, and parent evenings are being arranged to formally exchange learning and development information. Good partnership working with professionals from other agencies ensures every child receives high levels of support at an early stage. Children's transition to school is a positive process as there are established links with the schools that children attend. Information is regularly shared with other settings that children attend to promote their learning and development.

Observation of staffs' practice demonstrates their very confident knowledge of the Early Years Foundation Stage learning and development requirements. Children achieve exceptionally well in a highly stimulating and welcoming environment that fully reflects their backgrounds and the wider community. Indoors and outdoors are exceptionally well organised with high quality equipment. Children enjoy a fitting balance of adult-led and free play activities and experiences. The high quality interactions of staff are instrumental in supporting children's achievements. Although, after lunch, the pre-school children are restricted to one area while their room is cleaned. Some children are not engaged in the story being read and disturb others as they amuse themselves while waiting to return to their exceptionally well resourced room.

Management and staff are wholly committed to continually improving outcomes for all children. They are currently refining the planning system to spot possible lines of development from children's interests and provide appropriate challenge around those areas. Monitoring and evaluation of the nursery are robust, which significantly contribute to maintaining and improving the setting's high effectiveness. Information to aid evaluation of the nursery is regularly gathered from parents verbally and increasingly through use of questionnaires. Children are highly involved in many of the daily decision making procedures.

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

Each child's individual health, physical and dietary needs are met to a very high standard. For example, babies' bottles of milk are made fresh as required and the nutritional content of each meal is carefully planned by the cook. Experiences are purposefully planned to help children enjoy and appreciate healthy food options. For instance, the nursery cook frequently shows different foods to children. They handle and taste items, such as cucumbers, carrots, mushrooms and salad peppers and discuss the health benefits. Sometimes, children help to prepare foods. Children engage in an extensive range of physical activities, both indoors and out. They start their day with a planned exercise session. This promotes their awareness of the importance of regular exercise as part of maintaining a healthy life-style.

High quality adult interaction helps babies and young children gain an exceptionally strong sense of security. Children display excellent standards of behaviour and demonstrate a clear awareness of safe practices from a young age. For example, they safely use a range of craft, gardening and baking tools and equipment. Children don high visibility vests to ensure they are seen when watering the plants around the building. Children enjoy visits from professional people who keep them safe and healthy. For example, they discuss what makes up a healthy lunchbox and the correct way to brush teeth when the dental health team visit.

Parents provide very clear information about their child's capabilities when they first start to attend nursery and each time they move rooms. Staff make initial observations as part of the induction process. Together, this provides a crystal clear picture of children's starting points. There is a very strong focus on ensuring children develop the social, communication and language skills that are necessary for good behaviour and future learning. Children are active, inquisitive, independent thinkers and learners because of their excellent opportunities to explore and investigate. Babies show interest in toys that incorporate technology, such as those with sturdy buttons that activate sounds and music. Older children use a range of technology; for example, they operate the computer and accurately input numbers to program a floor robot to travel in different directions. Children freely express themselves using a readily available range of media, including crayons, collage materials and paint. Children consider the needs of others as they take part in events, such as raffling a cake in aid of 'Children in Need'. Children learn to value themselves and respect difference in others so they can grow up and make a positive contribution to society. Babies look at themselves in mirrors and can be seen copying the expressions they see on pictures of other children displayed around the mirrors. The pictures are of photographic quality and show children of different genders, abilities and race, which helps children to value diversity. Children's progress in communication, language, literacy and numeracy is exceptionally good.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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