

# Little Angels Daycare Nursery Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY427077
<b>Inspection date</b>	06/12/2011
<b>Inspector</b>	Lynne Naylor
<b>Setting address</b>	20 Hawthorne Cottage, Newhall Campus, Fazakerley, LIVERPOOL, L10 1LD
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<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).

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 Daycare Nursery Limited was registered in 2011 and is one of three settings owned by a limited company. It operates from a two storey building in Fazakerley, Liverpool. Children are cared for in three playrooms on the ground floor and four playrooms on the first floor. They have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 59 children under eight years may attend at any one time. The nursery opens Monday to Friday from 7am to 6pm, all year. The nursery receives funding for the provision of free early education to children aged three- and four-years-old. There are currently 76 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. An out of school club opens from 3pm to 6pm during term time and from 7am to 6pm during 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 13 members of childcare staff. Of these, six staff hold a qualification at level 2 and six staff hold a qualification at level 3. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's unique needs are effectively met and they make good progress in their learning and development. The nursery is organised to be inclusive, accessible and safe. There is a positive relationship with parents and a sound partnership is developing with the schools that children attend. Leaders and managers demonstrate a good capacity for continuous improvement, as they set realistic targets for development and tackle them systematically.

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

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

- strengthen systems to monitor and promote children's progress towards the early learning goals, linking with parents and other providers where appropriate
- increase opportunities for children to explore all areas of learning outdoors
- extend the evaluation systems to fully engage staff and parents in the process.

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

Staff effectively safeguard and promote the welfare of children. They fully understand and follow clear, written policies and procedures that are in line with those of the Local Safeguarding Children Board. This is because they regularly train in child protection and receive support from three staff trained at a higher level. Children's health is safeguarded in an emergency due to some staff holding valid first aid certificates. Clear recruitment and vetting systems determine staff suitability to work with children. This is followed by a comprehensive induction process and a useful performance review system to appraise staff's ongoing suitability. Staff minimise identified hazards indoors, outdoors and on outings, which keeps children safe, protected and supported. Records that help keep children safe are well maintained. These records include those relating to children's attendance, evacuation practice, accidents and medicine administrations.

The management and staff team have clearly identified roles and responsibilities and communicate regularly through planned meetings. A formal system of self-evaluation is well underway, which uses robust criteria and takes some account of the views of staff and parents. Consequently, the plans for future improvement are appropriately targeted. Staff make increasingly good use of training opportunities and local authority support to improve the nursery. The playrooms are thoughtfully set up with accessible, high quality toys and equipment, which enables children to choose where and with what they wish to play. Staff actively promote inclusive practice and respect for equality and diversity. Toys and images in books and on wall displays promote positive images of gender, culture and disability. Maximum use is not yet made of the outdoor area to enable children to explore all areas of learning. However, children have some planned opportunities to play in the garden. The nursery has positive working relationships with parents. Keyworkers effectively settle each new child into the nursery using information provided by parents in an 'all about me' booklet. Parents spoken to during the inspection praise all aspects of the nursery. They feel well informed about the nursery and the types of activities provided through written policies, verbal exchanges and useful information on notice boards and posters. It difficult to monitor that the provision complements the care and education received by each child at home and at other settings. This is because 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 the delivery of the Early Years Foundation Stage. Also, many parents provide ongoing information about their child's development. However, this information is not fully linked in each child's learning journey file to the observations and assessments made by staff.

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

Babies and children's individual health, physical and dietary needs are well met. They eat nutritious meals, cooked on the premises from fresh ingredients. Toddlers

enjoy activities, such as making banana smoothies and older children try different fruits and make faces from salad vegetables. These fun activities successfully raise their awareness of the importance of healthy eating. Babies sleep comfortably and hygienically on individual beds or in cots and develop well physically, as they crawl around in ample space. Older children adopt good personal hygiene routines and maintain a very healthy lifestyle through regular exercise. Children demonstrate a clear sense of security and belonging. They behave very well and confidently talk to each other, staff and visitors. They have opportunities to take risks, problem solve and use thinking skills and to use tools safely during play activities. Children learn about safety issues through stories about people who help us, such as police and fire officers and when they talk about firework safety on bonfire night.

Most children make good progress towards the early learning goals. They acquire social and learning skills that equip them well for the future. Children gain valuable skills in literacy and numeracy as they play. Babies make marks with their fingers in custard while older children draw with chalks on boards and pens and pencils on paper. Children purposefully apply their good literacy skills, for instance, they write letters to Father Christmas. Children demonstrate good skills in technology, as they play. Babies and toddlers purposefully push buttons to activate toys with sound and light and older children use increasing skill to operate remote controlled trains and use a keyboard to type their names on the computer. Children learn about their own cultures and festivals and those of others as they enjoy related craft activities. They consider the needs of others as they take part in fund raising events, such as a sponsored bounce and selling cakes for a national children's charity. Children dress-up and play imaginatively in a wide variety of role play situations. In the painting and craft areas, children express their creativity as they independently access paint, dough and model making materials. Children gain an understanding of their local community. They go for walks in the immediate area, take photographs of the buildings and return to make models of the buildings they have seen.

## 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>	2
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>	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	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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