

Angels Childcare

Inspection report for early years provision

Unique reference number	EY424578
Inspection date	22/09/2011
Inspector	Melanie Arnold

Setting address	In Total Fitness, Kingsley Road, LINCOLN, Lincs, LN6 3TA
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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*.

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Description of the setting

Angels Childcare is privately owned and was originally registered in 2008 and then re-registered in 2011 when the owner took over the business as a sole provider. It operates from self-contained, purpose-built premises that include a secure outdoor area, within the Total Fitness building in North Hykeham, Lincoln. The setting is accessible and comprises of a day nursery and a creche facility which serve the local community and beyond as well as the members of Total Fitness. Children are cared for in four separate rooms according to their age and stage of development and outdoor play areas are divided accordingly. Ample parking is available for parents, staff and visitors.

The setting opens each weekday for 50 weeks of the year between the hours of 7.30am and 6pm. Children attend for a variety of sessions. A maximum of 52 children may attend the setting at any one time. There are currently 96 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 23 members of child care staff. Of these, one holds a Foundation Stage degree in early years; three staff hold appropriate qualifications at level 4; 12 staff hold appropriate qualifications at level 3; one staff member holds appropriate qualifications at level 2; and six staff are working towards an early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled as their individual needs are respected and valued by the caring staff team. Mainly effective systems are in place, which promote children's learning and development and also keep them healthy and safe. Partnership working in the wider context is good, ensuring every child is provided with opportunities to reach their full potential. The setting's planning for improvement and process of self-evaluation is effective, leading to continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure all staff fully analysis their observations to more accurately highlight individual children's achievements or their need for further support within the six areas of learning
- ensure the risk assessment covers everything a child may come into contact with, specifically relating to the accessibility of bags within sleeping areas.

The effectiveness of leadership and management of the early years provision

Leadership and management is strong, resulting in a dedicated staff team who provide a good standard of care and learning for children. The majority of staff are qualified or experienced and create warm, nurturing relationships to help children feel settled and secure. All staff work well together as a team, with the majority of them working in a dedicated room to create consistency for children. Children are safeguarded through the setting's clear systems, which include robust recruitment, vetting and induction procedures. Staff are also knowledgeable about child protection procedures, which further protects children from potential harm. Children are cared for in different rooms according to their age and ability, which ensures the toys and resources they access are fully suitable. The setting is securely maintained and deployment of staff is good, resulting in children being constantly supervised. All required documents, records and policies are in place and most are completed and used effectively to safeguard children and to meet children's needs. However, the record of risk assessment has not specifically covered the accessibility of bags within one of the sleeping areas, resulting in this potential risk not being effectively minimised.

Partnership working with parents, carers, outside agencies and other providers is good. Information is continually sought and exchanged to ensure every child is fully supported and challenged from their unique starting points. Children are fully respected in line with their backgrounds and beliefs and staff work closely with parents of children who have English as an additional language to ensure they are fully integrated into the setting. Staff answer any questions children have about differences and diversity in a sensitive manner. They ensure inclusion is promoted and challenge any form of discrimination to ensure children learn to respect and value everyone for their own unique qualities. Clear communication channels are established from the outset with parents and carers to ensure staff are aware of children's individual routines and needs. Parents are kept fully informed of how their children have been through the use of written communication books and they learn about their children's progress and development through regular open evenings. The setting is proactive and they initiate links with other providers involved with children, to ensure continuity is promoted through the exchange of regular information. They are also working on further developing these links to ensure more detailed information is shared on children's progress and development. Effective links with school help to ease children's transition to school. The provider shares her ambitious vision for future development with staff, ensuring everyone works effectively together. The setting uses a robust system of self-evaluation to monitor their practice and procedures, leading to the clear identification of targets for further development.

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

Children are confident and settled in the well-organised and resourced setting. Each room has recently been redeveloped to create a homely feel for children. Children's behaviour is good and they relate well to their peers. Children are encouraged to develop their independence from a young age as they learn good health and hygiene routines. For example, children develop good hand washing practices as part of the daily routine, with younger children provided with support and the use of a mobile hand washing station which makes it easier and accessible for them. Children also learn to clean their teeth after meals and their awareness of healthy eating is promoted through the provision of nutritious meals and snacks. Meal times are a social occasion, where children are encouraged to recognise their own needs as they choose and serve their own lunch. They also freely access their own drinks throughout the day, providing them with independent choices. Children's good health is further maintained through the implementation of effective health and hygiene routines, which are in place to minimise the risk of cross-infection. All children benefit from daily opportunities to play outside in the well-resourced outdoor environments. Their physical skills and fitness are promoted through opportunities to play in the adjoining gym's fitness studio and through opportunities to participate in regular swimming lessons. Children's safety is protected through clear procedures and the vigilance of the staff. They learn about safety issues through regular discussions, practices and activities. For example, children's awareness of how to evacuate the setting quickly and safely is promoted during regular fire evacuation practices. After one such practice staff noted that some of the younger children who had recently moved through to an older age group room, were unsure of how to safely hold onto the rings of the walking rope. However, children soon picked this up as staff planned a practical learning experience which helped them to learn how to do this.

Children make good progress in their learning and development as they participate in an interesting range of adult-led and child-initiated play experiences, planned around their developmental needs and interests. Observations and assessments are in place, however, they have yet to be consistently used by all staff to accurately monitor children's progress in all areas of learning. Parents are encouraged to contribute to their child's observation records, sharing their child's interest and achievements from home. Babies and younger children are provided with lots of care and attention, with staff providing cuddles and reassurance where needed to meet children's emotional needs. They engage in lots of interesting experiences, where they investigate and explore using their senses. For example, children enjoy using a range of objects to explore paint, including brushes, stones and their hands. They have great fun as they rub the paint onto their hands and squelch it through their fingers before finally making marks on their paper. Older children show skill as they use the computer, switching it on and choosing and completing their own programmes. During outdoor play, children enjoy drawing with chalks. When a spider is drawn a member of staff asks children how many legs the spider has got. Children correctly count up to eight. Further counting and problem-solving skills are promoted during the daily routine. For example, children count out the cutlery needed for lunch time. Children use their imagination as they

play in the home corner, pretending to pour drinks and eat a meal with their friends, whilst other children play at being pirates in the construction area. Children's learning is effectively promoted as staff engage in play with them, developing their communication skills as they skilfully ask questions which provide challenge.

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

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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	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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