

Busy Angels Day Nursery

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*.

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Description of the setting

Busy Angels Nursery is a privately owned nursery, which registered under new ownership in 2010. It operates from two floors of converted premises, which is situated in Stratford, in the London borough of Newham. The nursery does not have its own outside play area but use several local parks nearby. Children also have the use of the garden at the neighbouring nursery, also owned by the same proprietor. Access is via a buzzer system and there is a step to the front door. The nursery operates from 8am to 6pm Monday to Friday, all year round. It is registered to care for 58 children in the early years age group, of whom no more than 18 may be under the age of two at any one time. The nursery is registered on the Early Years Register and there are currently 27 children on roll in the early years age group. The nursery provides funded early education for two, three and four-year-old children. Children who learn English as an additional language are supported at the nursery. The nursery employs nine members of staff, including the manager, eight of whom hold appropriate childcare qualifications. Staff receive support from an advisory teacher from the Newham Early Years and Childcare Partnership and participate in a recognised quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's needs are well met overall by the warm, caring and friendly staff. Children make steady progress in their learning and development through the generally varied range of interesting activities available to them. Children have fewer opportunities to experience activities in all areas of learning outdoors and to support their growing awareness of technology. Assessments of children's progress are generally developing well, although observations do not always reflect children's current abilities. Staff form positive relationships with parents and exchange useful information, although parents are not always fully involved in their children's learning. Self-evaluation systems overlook some weaknesses, but the nursery has addressed all actions and recommendations since the last inspection, so demonstrates a suitable capacity to sustain improvement.

What steps need to be taken to improve provision further?

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

- provide a wider range of programmable toys, as well as equipment involving information and communication technology (ICT), such as computers to support children's learning further
- develop more opportunities for children to have access to activities that cover all six areas of learning in the outdoor environment

- develop further the two way flow of information with parents by encouraging them to contribute to their child's learning and development records and through extending their child's learning at home
- develop a systematic and routine approach to using observations in order to further develop an understanding of each child's development

The effectiveness of leadership and management of the early years provision

The nursery has robust arrangements in place for safeguarding children. Staff have a thorough knowledge of child protection issues and the procedures to follow in the event of concerns about a child. There are rigorous recruitment procedures in place, which help to assess the suitability of all adults working with the children. Good arrangements are in place to ensure students are not left unsupervised with the children, and records of visitors are kept. Staff carry out a thorough risk assessment and this process is supported by daily safety checks of the premises to minimise any potential risks to the children. As a result, children move around the playrooms in safety. In addition, each outing is assessed in detail in order to promote children's safety further.

Children play in a bright and welcoming environment where space is well organised overall to meet their needs. Staff provide a varied and interesting range of resources. Children can access most of these freely and make some choices in their play and learning. There are fewer resources to promote children's understanding of ICT. There are displays of the children's work, which help them feel proud of their achievements. Children have photographs on their named pegs and these help children develop a strong sense of belonging. The nursery is welcoming and inclusive and reflects the backgrounds of the children attending. There are signs and posters in the children's home languages on display, which help them feel valued and respected. Children who learn English as an additional language are supported appropriately, as staff gain key words in relevant home languages to help them settle and feel included. Planned activities do not always reflect children's individual learning styles, such as making full provision for those who learn better outdoors.

Staff have established positive partnerships with parents. Useful information is exchanged daily regarding children's care routines and activities. Parents receive suitable information regarding the nursery's policies and are kept updated about forthcoming events. Parents are welcomed into the nursery at anytime to play with their children or share their particular skills with everyone. Parents give staff information about their children's starting points when they begin attending, and these are used to plan for the next stage in their development. Parents are not fully encouraged to contribute to ongoing assessments or supported to extend their children's learning at home. Partnerships with other providers have not yet been established as no children attend other settings. Staff are fully aware of the importance of establishing these and know how to do so, should the need arise.

Staff have started to evaluate the nursery provision and have identified a few strengths and areas of weakness accurately, although some points requiring

development are overlooked. The manager is keen to drive improvement, such as through having more frequent meetings with staff, and by increasing training opportunities for them. All actions and recommendations since the last inspection have been addressed, which has had a positive impact on children's safety and welfare.

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

Children are happy, settled and keen to explore and engage in activities. Younger children enjoy exploring, using their senses, such as when they shake bottles filled with water, oil and glitter. They enjoy developing a sense of themselves as they look in the mirror and smile at their reflections. Young children enjoy story time as staff use puppets well to capture their attention and stimulate their imagination. Older children speak with confidence and chat happily to adults and other children about what they are doing. Children know many letter sounds and are becoming confident at putting three letters together to sound out simple words. They confidently write the first letter of their names on their artwork and are keen to show this to adults, demonstrating a sense of pride in their achievements. Children solve problems through everyday routines, such as finding out how many children are at the table and how many plates they need. They use mathematical language to describe how 'big' the chalks are that they are using, and the shapes that they see in the room. One child confidently explains 'this is a circle because it has no sides!' Children make 'patterns' with different coloured stones and explain to others what the pattern is, and which colour stone comes next. All these experiences help children develop suitable skills for their future learning, although children have fewer opportunities to explore technology, including ICT, to support their learning.

Staff make observations of children during their play and use these to help them identify the next steps in their learning. However, some observations of the younger children are not always up to date and do not fully reflect their current stages of development. Planning is mainly based on children's needs and interests and is mostly clear about what children are expected to gain from activities. Planning for activities outdoors is somewhat limited and does not offer children regular experiences in all six areas of learning. This restricts progress somewhat for children who learn better outside.

Children's good health is suitably promoted through the hygiene routines put in place by staff. Young children demonstrate that they know the importance of hand washing routines as they walk over to the hand basin before eating, ready to wash their hands. Children enjoy a varied range of healthy and nutritious home-cooked meals and snacks daily, as they learn to make healthy choices with regard to eating. Children have access to daily indoor physical activities. Young children crawl through tunnels, climb on slides and use push-along toys to aid their increasing mobility. Older children play physical games such as, 'Simon says'. Children go for walks to the local park and use the play area in the neighbouring

nursery. Staff do not make the most of such outings, however, as these are not planned for effectively and children do not go outside in the fresh air regularly to benefit their good health.

Children demonstrate a strong sense of security in the nursery. Young children cuddle up to adults when tired or needing comfort; older children happily chat to and readily seek assistance from staff when needed. Children show a good understanding of the rules they need to adhere to in order to keep themselves safe. For example, when walking to the park they hold on to the hoops on a rope and they know to stop and 'look left and right' for cars before crossing the road.

Children learn to respect others as they respond to a variety of festivals from their own and others' cultures. Children play well together, share and take turns in their play. Staff are good role models and are respectful to one another and the children. They manage any unwanted behaviour sensitively. Children's behaviour is very 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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